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Family and Consumer Sciences teachers' attitudes and perceptions of the impact of the name change on FCS education in Iowa

Stella Chilande Munya
Iowa State University

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**Family and Consumer Sciences teachers' attitudes and perceptions of the impact of the
name change on FCS education in Iowa**

By

Stella Chilande Munya

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

Major: Family and Consumer Sciences Education

Major Professor: Dr. Sally K. Williams

Iowa State University

Ames, Iowa

2001

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Graduate College
Iowa State University

This is to certify that the Doctoral dissertation of
Stella Chilande Munya
has met the dissertation requirements of Iowa State University

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Major Professor

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For the Major Program

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For Graduate College

DEDICATION

This work is dedicated to my family. My father Christopher Munya and my mother Symphrosa Nasimiyu, my sisters- Dorothy, Caroline and Frida, my brothers- Gerald, Paul and Andrew, my loving nephew and nieces- Moses, Naomi and little Ruth. Thank you for your unconditional love and support. Mum and Dad, thank you for teaching me the value of hard work by example and to Paul, you are not only a loving brother but a great friend. Best wishes in your academic and professional endeavors.

I would also like to dedicate this work to Dr. Sally Williams. Not only are you my major professor, but you have been like family to me. Thank you for caring and for not giving up on me even at great inconvenience to you and at the time when your own family needed you most. You have been a role model of dedication, intelligence and kindness not only to me, but to the students who have passed through your hands. Your guidance through this learning process has been challenging and insightful to me. Thank you.

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ABSTRACT

Many colleges and universities in the United States have resorted to using proven business marketing strategies to market themselves better, such as changing the program's name to broaden consumer appeal. Family and consumer sciences adopted this strategy in an attempt to present to the public a more accurate picture of the state of the profession. Over the years names of FCS programs in institutions of higher education had changed into a wide proliferation of directions. In addition the public image of home economics varied widely across the country. It was decided that a coordinated and common strategic name change would address these issues. In 1993, the American Association of Home Economics made a recommendation to change the name of the profession to family and consumer sciences.

The purpose of this study was to examine FCS teachers' attitudes and perceptions of the impact of the name change on FCS education in Iowa. Objectives focused on attitudes and perceptions toward the name change, program changes, ways in which FCS teachers have enhanced the new image of the profession, and relationships between attitudes and perceptions with demographic variables. The sample consisted of 300 teachers randomly selected from a population of 498 FCS teachers in Iowa. Forty - three percent (129 teachers) responded with usable data for the analysis.

Results showed that teachers held an overall positive attitude toward the name change and saw it as a necessary step toward stronger unity and identity in the profession. Changes in curriculum and instruction were indicated but attributed to student needs as well as needs of the job market rather than the name change. The majority of respondents indicated their willingness to be involved in promoting the new image of the profession; hence, the recommendation that professional associations in the field should expand their recruitment

efforts and involve FCS teachers in public relations campaigns. It was also recommended that this study should be done on a national level to include other professionals employed in FCS positions other than teaching to get a more complete picture of the impact of the name change. Overall, on the basis of this study the conclusion is reached that the name change from home economics to family and consumer sciences in Iowa is a positive change.

CHAPTER 1. INTRODUCTION

A name conveys among other elements, identity, impression, meaning, reputation and even strength. It is important when identifying a commercial product or service, an academic program, a profession, or an organization (Vaughn, 1993). Many colleges and universities in the United States have resorted to using proven business marketing strategies to market themselves better. The practice of changing a firm's name to send a signal and broaden consumer appeal is one such strategy. It is an expensive and controversial strategy when used by professions, but is it also effective?

Koku (1997) in his study, "What is in a name? The impact of strategic name change on student enrollment in colleges and universities," discusses two strategies successfully used by businesses to respond to their critics and new challenges posed by shrinking financial resources. These strategies have also been adopted by colleges and universities when faced with similar challenges. The first set of strategies addresses the institution's internal environment while the second set is used to address its external environment. For colleges and universities, he defines the internal environment as dealing with issues such as curriculum changes and reorganization of departments. The external environments are intended to manage the school's image and present the school or program as a brand name product. To signal to stakeholders that concrete steps have been taken to ensure the survivability of a firm, move it in a new direction, make it better, and simply to appeal to wider clientele, these institutions often use overt symbols such as changing their names or logos. Marketing strategists argue that without the use of overt symbols or signals, the

stakeholders or people outside the repositioned organization may remain uninformed about the concrete steps that have been taken to enhance value and service to the community.

Home economics faced similar challenges and adopted similar resolutions related to name change issues. For over 75 years, professionals in the field had been questioning the suitability of the name home economics. Creekmore, (1968) states,

. . . there seems to be among us in the field a frantic search for identity and status, a general confusion about what we are doing and what we ought to be doing, an embarrassing sense of guilt about our image, and among the dedicated professionals, a deep questioning of the meaning of home economics and its reason for being in today's world (p.73).

Twenty-nine years later, Vincenti (1997) expressed similar sentiments. She states that the field has been in a continual state of rethinking itself urged on by societal events and some of its leaders. Dissatisfied with its place in society, the profession has continued to search for direction to enhance its image and status as well as render it more powerful in addressing its mission.

Harriman (1993) also explained that in the past twenty years in the United States, the profession had become fragmented in several ways. Names of programs in institutions of higher education had changed and there was no longer a clear identity or unity of purpose in the profession. Haley, Peggram and Ley (1993) in their paper "Enhancing program viability," reported names of program units showing how varied these names had become. The study was based on respondents from 91 public (non-land-grant), 29 land- grant (1862), 20 land grant (1890), 14 private/independent (non-sectarian), and 36 private/independent (sectarian) universities. They report that changes in name have represented a steady increase with 90

Table 1.1. Names of program units used by the early 1990s by programs of home economics

Name	Number	Percentage
Agriculture and Home Economics	2	1.0
Applied Human Sciences	1	0.5
Consumer and Family Sciences	6	3.1
Family and Consumer Sciences	12	6.3
Family Resources and Consumer Sciences	2	1.0
Family Studies	2	1.0
Home Economics	76	39.8
Home Economics and Family Ecology	1	0.5
Human Ecology	23	12.3
Human Environmental Sciences	15	7.9
Human Resources	5	2.6
Human Sciences	8	4.2
No response	2	1.0
Other	36	18.8

Source: Haley, Peggram & Ley (1993, p. 2).

changes occurring since 1983 and 48 of these occurring since 1989. Table 1.1 lists these names.

Another concern was the public image of home economics. This varied widely across the country. Many young professionals graduating from higher education programs identified only with their specializations and not with the larger profession. It was decided that a strategic name change would resolve some of these issues. One of the arguments put forth for the name of the profession was that it should acknowledge family as the context in which humans are nurtured and taught systems of thought and action which are needed for them to develop into caring, responsible family members, citizens, and employees (Vincenti, 1993). In addition, because families are heavily influenced by cultural and societal policies and

practices, the name should also reflect the importance of the profession's participation, and the enabling of families to participate, in the critique and formulation of social goals and their means of accomplishing them. This was a more or less accurate summary of what the profession was all about.

In 1993 home economists under the umbrella of one professional association, The American Home Economics Association (AHEA) developed a plan for making a positive impact on the issues. One of the results of this plan was a recommendation to change the name of the profession from home economics to family and consumer sciences. This name was selected from among the following names also proposed for the profession: human ecology, human environmental sciences, life and life applied sciences, family science, human sciences and retaining the name home economics. Over seven years have passed since the name family and consumer sciences was officially adopted for the profession. The current study to assess its impact seemed timely.

Purpose of the study

The purpose of this study was to examine public school family and consumer sciences (FCS) teachers' attitudes and perceptions of the impact of the name change on their profession in Iowa. A name influences the way we perceive and understand ourselves and the way others perceive and understand us. Although there have been several instances in which colleges and universities have employed the name change strategy, no other study to the best of my knowledge other than Koku (1997) has investigated its impact. Often the decision to change the name of an institution or program runs into strong opposition from

those wishing to uphold the tradition that comes with using the old name (Koku, 1997). Many in this group question the wisdom of spending scarce financial resources, which could have been used on other more pressing projects to effect a name change. When such oppositions become more acrimonious, a study that investigates its impact is necessary. Similarly many of the arguments in support of the name change strategy in higher education focus on widening the school's/program's appeal to potential students as well as to improve the decreasing student population. This study will provide information to evaluate these arguments.

Objectives

The objectives of this study were to

1. Examine the attitudes of FCS teachers toward the name change;
2. Examine the perceptions of FCS teachers toward the name change;
3. Identify the program changes that have occurred in FCS Education as a result of the name change as reported by FCS teachers;
4. Identify ways that FCS teachers have enhanced the new image of the profession; and
5. Analyze relationships between attitudes and perceptions with demographic variables such as age, years of service, type of professional work setting, and membership in professional associations.

Operational definition of terms

- **Family and Consumer Sciences:** An integrative field of study focusing on the well-being of individuals, families, and consumers and the reciprocal relationships with their environments.
- **Name change:** Change of the name of the profession from Home Economics to Family and Consumer Sciences.
- **Profession:** A field of endeavor that seeks to perform some mission of service and requires specialized knowledge and often long and intensive academic preparation.
- **Attitude:** Attitude is the degree of liking (or disliking) held toward a person, group, issue, or other object. Many definitions also include beliefs and actions related to the object and often, stereotypes, expectancies and prejudices. Attitude has also been defined as affect for or against, evaluation of, like or dislike of, positiveness or negativeness toward a psychological object (Mueller, 1986, p.3).
- **Perception:** Insight, awareness, acuity or discernment. The capacity for comprehension.

Assumptions of the study

Using the list of FCS teachers from the Iowa Department of Education was assumed to be an accurate means for identifying the population. Random sampling was judged to be fair and free of bias since all FCS teachers in the state had an equal chance of appearing in the sample.

Limitations

This study was confined to the state of Iowa and to FCS teachers in public secondary schools. Generalization to other areas should be made with caution. Secondly, the accuracy of the research results was highly dependent on respondents' interpretation of questions included in the research instrument.

CHAPTER 2. REVIEW OF LITERATURE

In this chapter we examine the field of home economics in relation to the name change. A review of change and the change process is outlined. Name changes in other sectors are discussed and family and consumer sciences is revisited in relation to change. Trends leading to the name change are discussed as well as advantages and disadvantages of the name change. This is followed by a commentary on the name change and a brief discussion of attitude and attitude change in relation to family and consumer sciences concludes the literature review.

The field of home economics

Home economics is a family-focused profession. Members of the profession concentrate their scholarship, research, educational, and outreach efforts upon improving the status of families of the world. Baldwin (1991) stated that home economics is a field in which knowledge is drawn from various disciplines and integrated with theory and practice in the resolution of family problems. New knowledge has been produced in each content area of home economics through research and development activities. The research and development activities have also resulted in promotion of specialization in these areas. The profession has grown in scope and complexity from its origins of subject matter focused on the family and household to applications outside the home in specialized institutions such as food processing, human nutrition and dietetics, restaurants, clothing and textile industries, and child care centers and education. However, the profession's public image often has not been positive; there have been continuous references to it being mainly 'cooking and sewing'

(Davis, 1993). Transcending this image has been a challenge for the profession in the United States. This issue, among others that have impact on the profession, led to a decision by home economics professionals under the umbrella of one professional association, the American Home Economics Association (AHEA), to develop a plan for making a positive impact on the issues. In the summer of 1992, Lynda Harriman, the president of AHEA at the time, contacted the presidents of the National Council of Administrators of Home Economics, The American Vocational Association Home Economics Division, the Association of Administrators of Home Economics, and the National Association of Extension Home Economics. Collectively, they formed a national task force with the responsibility of providing leadership in positioning the profession for the 21st century (Harriman, 1993). The task force was to develop a process that would guide the profession in affirming a current mission and generating an identity statement that clearly communicates what the field's professional services are, delineating the breadth and scope of the profession in terms of knowledge base or conceptual framework, and reaffirming home economics as the name of the profession, or recommending a new name.

The third objective of the task force is the focus of this study. On October 23rd, 1993 in Scottsdale Arizona, one hundred people representing various parts of the profession took part in a meeting and recommended the name family and consumer sciences (FCS) for the profession that was formerly known as home economics. What is FCS? It is an integrative field of study focusing on the well-being of individuals, families, and consumers and the reciprocal relationships with their environments (Crabtree & Huepenbecker, 1993) (see Figure 1).

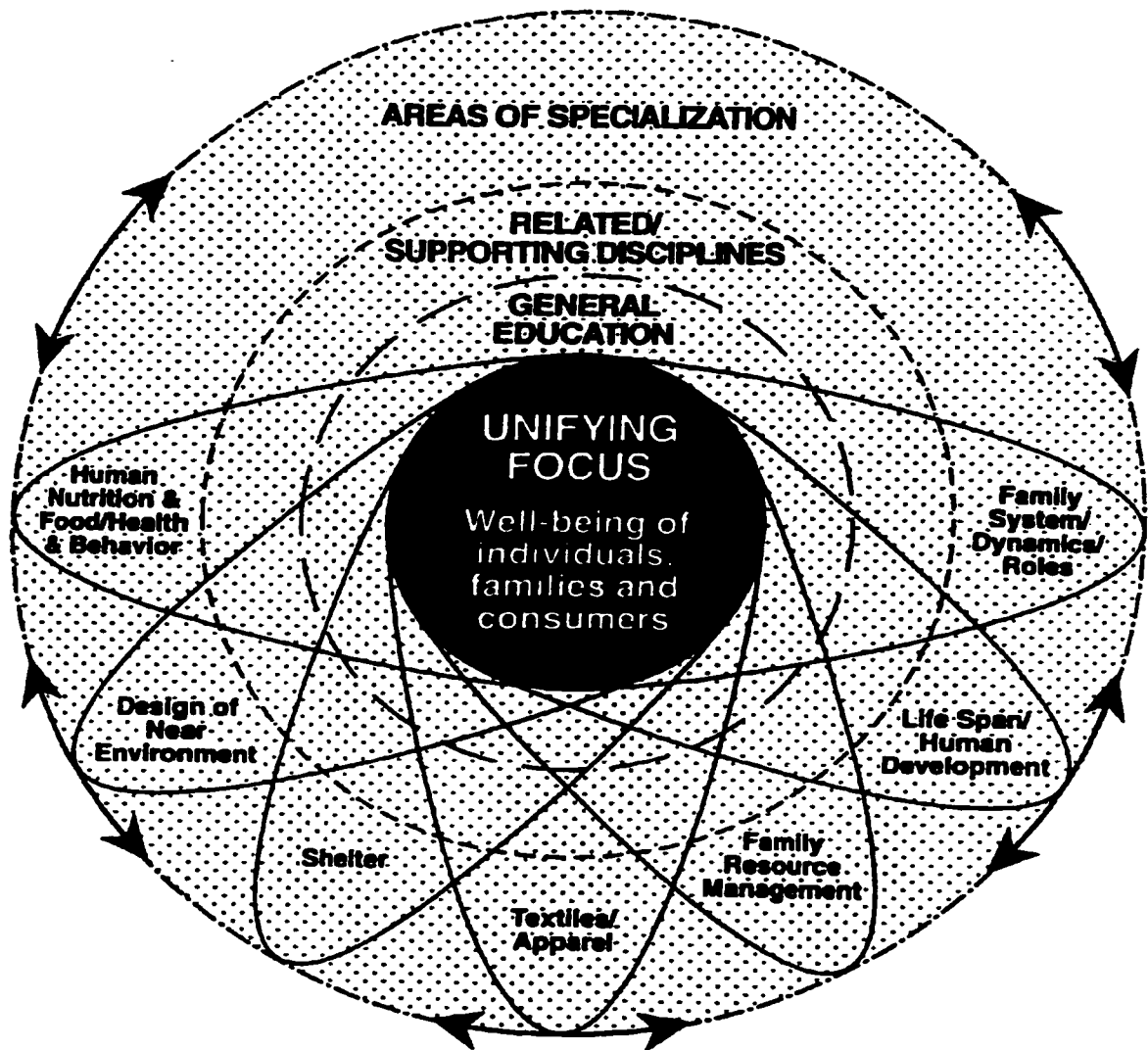


Figure 1. Family and Consumer Sciences Knowledge Base

Source: Crabtree & Huepenbecker (1993, p. B-53)

It is concerned with empowering individuals, strengthening families and enabling communities to manage the challenges of living and working in a diverse, global society. The knowledge base of FCS includes the unifying focus of the field (well-being of individuals, families and consumers), general education, related/supporting disciplines, and areas of specialization in the field.

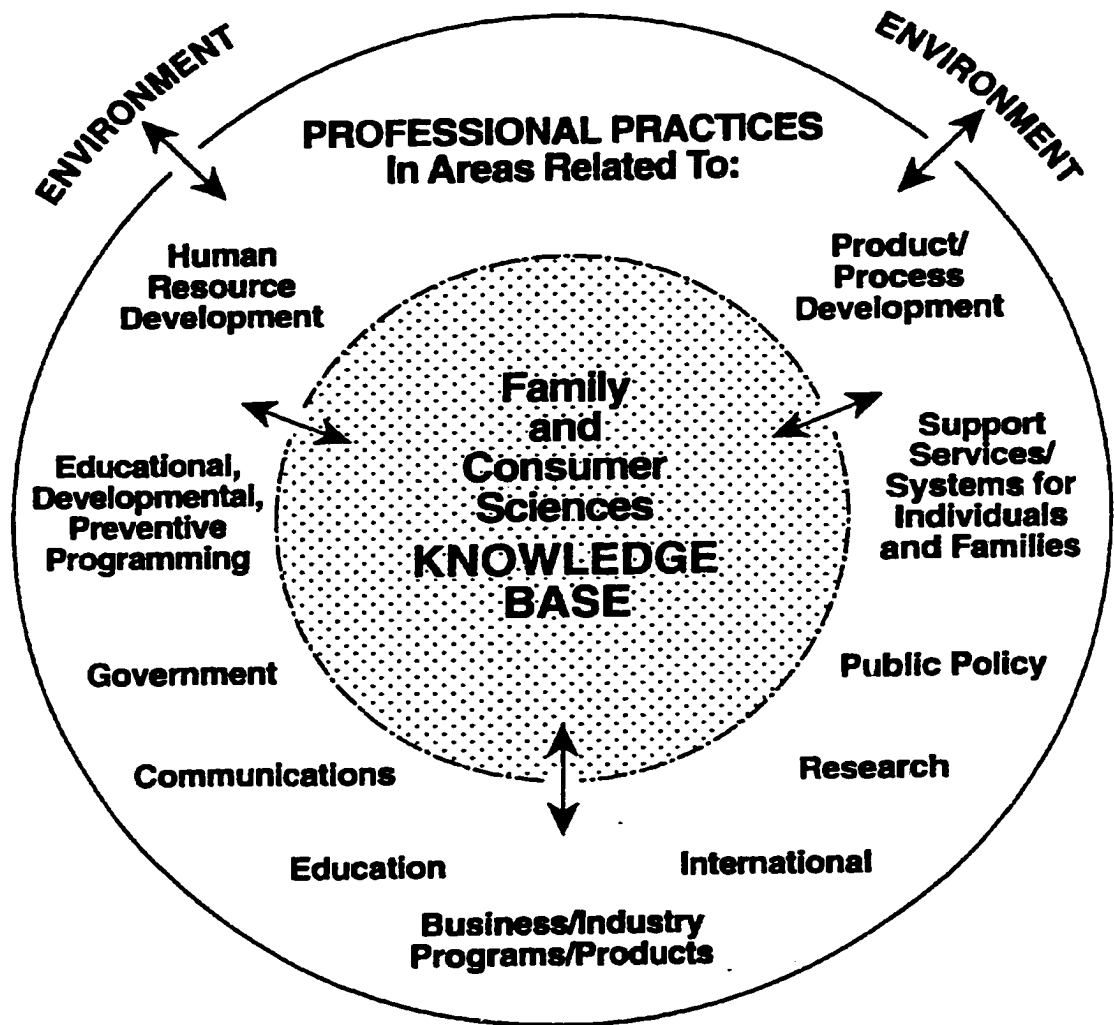


Figure 2. Family and Consumer Sciences Professional Practices

Source: Crabtree & Huepenbecker (1993, p. B-54).

Family and Consumer Sciences professions are also varied. The professionals provide goods, services, and /or educational programming directly or indirectly to families and their individual members and/or to individuals and families as consumers as they progress through the life span (see Figure 2).

Family and Consumer Sciences Education (FCSE) is one area of specialization in FCS. FCSE promotes individual and family well-being by providing educational experiences that enable individuals to develop, integrate, and apply a multidisciplinary body of knowledge in dealing with the basic and higher level needs of individuals and families (ASCD, 1998, p. 6). Its mission is to empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The unique focus is on families, work and their interrelationships (American Vocational Association 1994 as cited in ASCD, 1998, p. 6). To this end, FCSE teachers prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders for family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Achieving successful life management, employment, and career development.

- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in the family and work life, (Association of Supervision and Curriculum Development, 1998, p. 6-7).

Charged with the above responsibilities, it was important to examine the attitudes and perceptions of FCS teachers toward the name change since the effectiveness of their performance is integrally related to changes in their attitudes.

Name change and the change process

The change process has been written about and explored from various perspectives and many have identified a time lag before any innovation is fully accepted (Leithwood, 1986). One purpose of studying change and the change process is to determine methods of accelerating the change process and to identify barriers that hinder change (Odhiambo, 1997). Most of the work regarding the change process has focused on structural development theory which in turn focuses on measurement and individual stage description.

Change is a process where the underlying structures are shifting as the individual moves from one stage to the next. Although the process of change has not been thoroughly analyzed yet, it seems that when a meaning perspective undergoes change, considerable personal disruption and disturbance occur. A time of personal reckoning, of repair and reconstruction, such change leads to transformation of one's meaning system to the revision and rewriting of one's own history and to the revision of one's future. (Tarule, 1980 p. 24).

This was the case at Trinity Valley Community College in East Texas and that is why the Henderson County Junior College Board of Trustees approached the subject of renaming the institution with caution. Like the field of home economics, the ideas to change the name of this institution initially surfaced in the early 1970s when the college's tax district expanded well beyond the geographical confines of Henderson County. Constituents requested a name more representative of the college's entire service area rather than just the original site of Henderson County. Several different names were proposed and in 1984, the Board of trustees voted to change the institution's name to Trinity Valley Community College (chosen because the Trinity River touches four of the five counties composing the college district), (Campion & Elliot, 1987). The change process used in this case has some similarity with Larson's change model.

Larson's (1991) change model is based on the premise that the focus of change should be the individual rather than the organization, referred to as small-scale change. Teachers as individual change agents set in motion a powerful 'inside-out' process that is instrumental to the effectiveness of the whole organization. Significant and worthwhile change within individual teachers leads to meaningful organizational change. Larson also identified that individual teachers change process is contingent upon a number of interdependent elements. In order for the teacher to experience change, a need for change must be realized. This need generally originates from a personal awareness rather than an awareness imposed by others. Once teachers recognize a need for change, information and the competence and autonomy to use it become vital for successful small scale change. In the case of Trinity Community College, Campion & Elliot (1987) give a detailed explanation of the change process. They

state that the constituents requested the name change with the expansion of the college's tax district. The Board of Trustees involved the community in the change process by holding a contest to identify the best possible name for the college. The board went further and announced a two and one-half year phase-in period, with the official name change taking place September 1, 1986. This phase-in period helped long-time residents get accustomed to the new name. It also enabled administrators to convey the rationale of the change to the public so that it might understand why the change had to be. In addition, stationery, notepads, campus names, highway signs and a myriad of other things had to undergo a resulting change. Where the name 'Henderson County Junior College' appeared on a building or sign, the new name was placed under it to serve as a reminder for the pending change. The board also realized that the key to getting the message across was repetition and consistency; therefore at every opportunity, speeches and literature about the college touched on this subject. By using a carefully mapped out plan involving education and public relations, Trinity Community College achieved success with their change process.

Name changes in other sectors

Many companies/institutions advertise that they have taken on new commitments, or are addressing the needs of their stakeholders in new ways by changing their names or their logo. To appeal to more customers and signal a change in direction, Allegheny airlines changed its name to USAir, (Koku, 1997). Similarly, the Japanese automobile manufacturer Datsun, changed its name to Nissan, and recently Esso spent \$200 million to change its name to Exxon in the United States (McQuade, 1984).

In 1987, Oregon State University changed its logo from one which portrayed the school as an institution with a strong orientation towards agriculture and environment, to a new logo with concentric circles signaling the schools new emphasis on high technology (Huber, 1992).

The fact that the name change strategy has gained much success and popularity in business organizations has influenced higher education as well. Between 1979 and 1988, three hundred universities and colleges changed their names (Koku, 1997). Not all these changes, however were intended to signal a strategic change or to improve marketability. Some changes may be effected to honor a philanthropist who has donated generously to support the institution or program. For example, in 1991 Boca Raton College in Florida changed its name to Lynn University to honor Mr. and Mrs. Lynn who donated \$10 million to the school. Other schools change their names so that the new name can better reflect a merger between the schools which were previously independent. In 1985, Midwest Christian college in Oklahoma City merged with Ozark Bible College in Joplin, Missouri to form Ozark Christian College (Joplin, Missouri). Clark College in Atlanta, Georgia merged with Atlanta University to form Clark Atlanta University in 1988 (Koku, 1997). Finally as discussed earlier Henderson County Junior College in East Texas changed its name in 1984 to Trinity Valley Community College which the community felt was more representative of the college's entire service area that had expanded when the college's tax district expanded.

Family and consumer sciences and change

The change process in family and consumer sciences education was not very different from the ones described above. FCS educators have continuously evaluated and revised the curriculum, to meet the needs of society (Horn & East, 1982; Scruggs & Rader, 1981). Changing societal conditions, new technologies, new research findings and advances in knowledge that affect families, family life and work life have provided the impetus for keeping family and consumer sciences current. The work of Marjorie Brown and Beatrice Paulocci (1979), *Home Economics: A definition*, and Brown's (1980) subsequent work, *What is home economics education?* provided the initial framework for family and consumer sciences professionals to start reexamining their philosophical views of the profession. Brown (1986) urged departure from the traditional technical approach and adoption of a critical science approach to family and consumer sciences.

Strategies to accomplish this vision required fundamental changes in the professionals' beliefs and practices. Changes were also required in the philosophical base and the mission of the field. Related to these changes was the name of the profession. Home economists sought a name that would portray accurately the breadth and scope of their profession and eliminate the old stereotyping (cooking and sewing) associated with the name home economics.

To this end a task force consisting of representatives of various aspects of the profession was formed to look into the issues facing the profession. They solicited input from individuals throughout the profession and wrote position papers on different models of the profession (American Home Economics Association, 1993). Each of the models represented

a conceptual framework for looking at the breadth and scope of the profession. These position papers provided FCS professionals with different perspectives of looking at the profession as viewed by their colleagues. The full details of the decision making process are described in the Scottsdale meeting proceedings (American Home Economics Association, 1993). Briefly on the name change, 11 small groups were formed during the meeting. They listed alternative names other than home economics and analyzed strengths and weaknesses of each. These were then presented along with the rationale to the conference participants. Nine names were presented to the participants and discussed. Names with less support were eliminated and the majority of participants selected the name family and consumer sciences as the best name for the profession from among names like human ecology, human sciences, human environmental sciences, home economics, and family science (American Home Economics Association, 1993).

Next the proposed new name was examined in relation to the name home economics. Participants shared their thoughts and feelings regarding the pros and cons of a name change and decided that it was viable. The Scottsdale meeting resulted in a proposed new name, a conceptual framework and identity statement for the field. The sponsoring organizations then began to generate plans for how they could build support for these recommendations within their organizations. Successful implementation of these plans has varied across the nation and this is one of the few studies that has looked at the impact of the name change on the profession and professionals. Unlike Trinity college, there was no phase-in period in the State of Iowa and although the recommendation was made to change the name of the profession nationally by the sponsoring organizations including the American Home Economics

Association (AHEA), Association of Administrators of Home Economics (AAHE), National Council of Administrators of Home Economics (NCAHE), National Association of Extension Home Economists (NAEHE) and American Vocational Association Home Economics Division (AVA-HEED), adoption of the new name was left to each individual institution or program. The rate of adoption of the new name has therefore varied across the nation.

It has been said that change is the only constant phenomena in the universe and takes the form of a planned innovation or an environmental adaptation. Careful planning and implementation is required if change is managed successfully. Change is an ever-present force in the profession of family and consumer sciences. A serious attempt to adequately understand the process of change must continue to be an important factor in facilitating change. Identifying the related tensions and barriers to change is important to facilitating change efforts in the profession.

A brief look at the issues that served as the context for the name change experience in the United States is discussed below. These issues are described in three sets of trends. They are trends in the society, trends in the profession, and trends in the association, (Ralston, 1996).

Trends leading to the name change

Societal trends in the 1990s include demographic changes such as the decline in the birth rate and increase in the number of people in the senior citizen category. There have been changes in families and family structure including increasing numbers of single person

households, single parent families, and two-income families. These changes have influenced the way the profession addresses family needs (Ralston, 1996). Family and Consumer Sciences has also been influenced by expansion in education and training programs focused on meeting the needs of a rapidly changing work place, growth in information technology, and increased internationalism with multicultural, multinational, and multi-economic implications. Similarly, changes in higher education including decreases in funding and greater emphasis on accountability have also made a mark on the profession (Ralston, 1996).

In addition to the trends in society, there were three distinct occurrences in the profession. In the mid-1960s units in higher education began changing names to reflect more accurately the breadth and depth of the programs. In 1971, there were five different names used by higher education units, but by 1990, over 75 different names were being used (Haley, Peggram & Ley, 1993). The variety of names contributed to fragmentation in the profession and there was no longer a clear identity or visible unity of purpose. Secondly, the knowledge base underlying the profession was under debate. There had been perennial disagreements in the United States about whether family is the central focus for the profession and what subject matter is fundamental for the preparation of professionals in the field. This lack of agreement led to confusion regarding philosophical underpinnings, mission and identity for the profession, (Ralston, 1996; Harley, Peggram & Ley, 1993). Thirdly, change in higher education home economics units due to resource limitations, resulted in some program closures, dismantlements, and mergers. The profession was particularly vulnerable because of the conflicts occurring within it at the time, (Ralston, 1996). Further, decreased enrollment in some FCS programs due to increased competition for audiences, clients, and students from

other disciplines was a contributing factor. These organizational shifts in higher education resulted in increasing the need for action in the profession.

The third category of trends, related to the association itself, followed the trends within the broad profession. By 1991, membership in AHEA had dropped. The number of institutions of higher education seeking accreditation of their college degree programs declined and the number of home economists choosing to become certified decreased. In the mid-1970s, the membership in AHEA totaled over 55,000 but had dropped to 21,500 by 1991. Membership decline affected revenue available for AHEA activities and ways to resolve this problem were sought (Ralston, 1996). The challenge lay in developing a more comprehensive philosophy and organizational structure on which to base the programs, differentiating home economics from other related areas of study and identifying and defining its central mission (Carver, 1979). There were also needs for identification of a name associated with the underlying meaning of the field which would portray a positive image and development of activities focusing on professional growth and development, intellectual stimulation, new ideas, and continuing education. In addressing the name and image of the profession, a series of meetings were held that culminated in the October 1993 meeting in Scottsdale, Arizona, where the recommendation was made to change the name of the profession to family and consumer sciences. This name was soon adopted by the American Home Economics Association and many institutions that offer home economics programs. The name has been in use for about seven years, and it is of interest to the profession and professionals to assess its impact.

To conclude the discussion on issues leading to the name change, information on how it happened in the State of Iowa is warranted. Currently, Iowa State University is the only institution that licenses FCS teachers in the State. In 1872, Iowa State University was authorized to establish course work in domestic economy. Mary Beaumont Welch, wife of President Welch, attended cookery schools in New York and London to prepare for the task of teaching this subject. The program she developed, organized and administered from 1875-1883 was among the first in the nation (Eppright & Ferguson, 1971). She headed the department of domestic economy from its establishment in 1875 until 1883. In 1912, the name of the department was changed to the department of Home Economics and received Division status in 1913. The curricula included domestic science and domestic art. Physical culture was added in 1915. The division was designated a college in 1959 when Iowa State College became Iowa State University (Eppright & Ferguson, 1971). In 1987 the name of the College of Home Economics was changed to the College of Family and Consumer Sciences (Gibson, 1987). In Iowa this name has been in use for a longer period of time than at the national level and hence the need to assess its impact in the state.

Figure 3 is a diagrammatic presentation of the name change at Iowa State University. Many secondary school programs in Iowa changed their names following the change of name at Iowa State University and adoption by AAFCS. Other professional organizations followed the leadership of AAFCS.

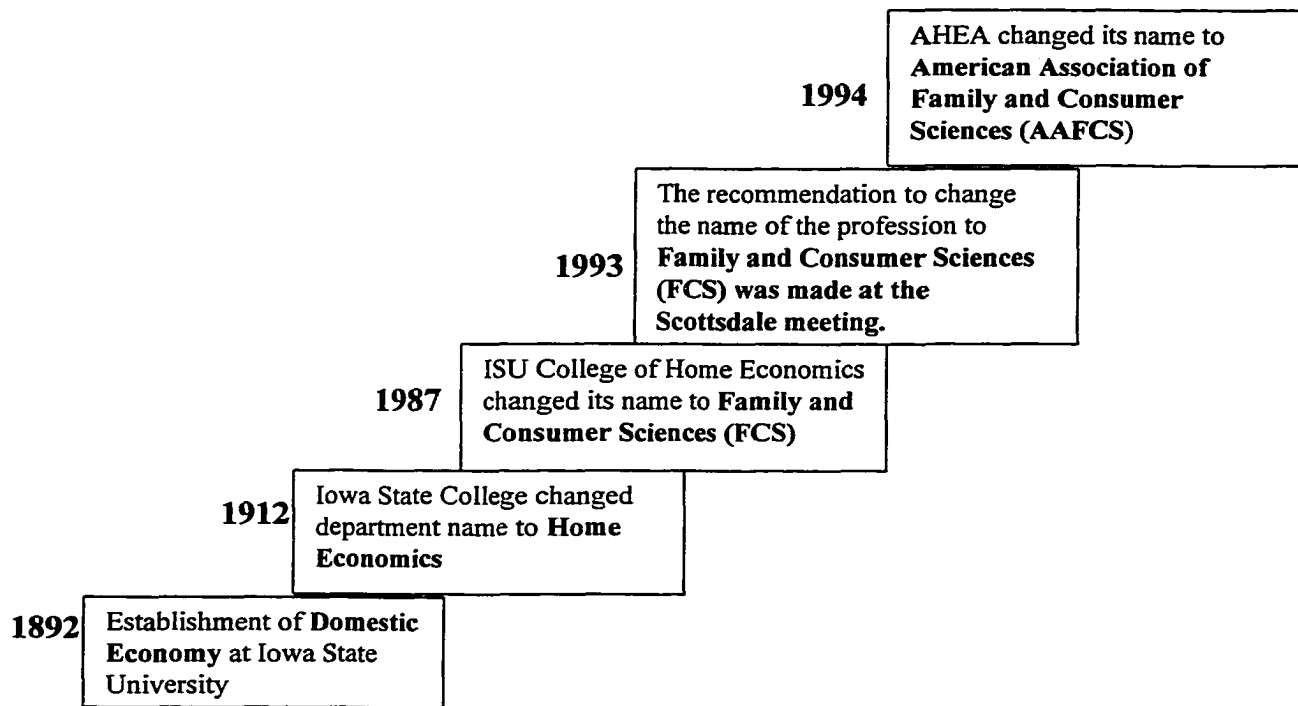


Figure 3. Timeline of the name change at Iowa State University and most recently in the profession.

Advantages and disadvantages to the name change

At the 1993 Scottsdale Meeting in Arizona, proponents of the name change argued that the name change was necessary to clarify doubts that surround the programs current image, correct misidentification, and bring the program's name in line with its mission. These reasons, supporters argued, were extremely important to the program as it sought to attract more students and even more so to international students who are likely to misidentify programs due to the language barrier. Supporters of the name change strategy have also been known to praise the strategy as bold and innovative, and show their support through cash donations to the program or by giving of their time to canvass acceptance of the new name.

On the other hand those opposing the name change strategy are quick to point out the problems associated with such a move. They argue that the name of a program/institution is generally considered an integral and important part of its history and image and has a lot of tradition vested in it or associated with it. Changing the name therefore denies that history and affects the image. At the Scottsdale meeting, Dr. Jacqueline H. Voss, Dean Emeritus, School of Human Environmental Sciences at the University of North Carolina-Greensboro voiced this argument when she wrote,

I believe very strongly that home economics is something- a very definite something. The field has had a long history – over 75 years and to try to re-define what it is at this point is fruitless. The public has a very clear and definite idea of what Home economics is . . . to try to become something different is not only pointless, but will actually deny that history. (Voss 1993 p. B-75).

The name change strategy often involves two or more opposing sides: those wishing to maintain the status quo and retain the old name and those wanting to change it. Some of these fights often involve time-consuming and expensive litigations. When the University of Southwestern Louisiana (USL) wanted to change its name to the University of Louisiana in an attempt to emerge from the image of ‘little leaguers’, it was sued to refrain from the name change by alumni of Louisiana State University (LSU) who saw the change as an attempt by USL to usurp LSU’s reputation as the university of the state of Louisiana. Besides an expensive legal battle, USL incurred additional expenses such as awarding each student who graduated from the university while the case was pending in the courts two diplomas, one

bearing the seal and name of University of Southwestern Louisiana while the second bore the proposed new name- University of Louisiana, (Simoneau, 1984).

Other costs associated with strategic name change include emotional strain and stress, disfranchised alumni and other angry benefactors who may withhold their donations and contributions to the program, as well as costs associated with the physical transition i.e. changing stationery, signs and the advertising costs.

Commentary on the name change

In reviewing the literature on the name change, there have been some very compelling arguments and questions both for and against the name change. Identity and unity in a profession are crucial for its growth and survival, hence the attempt by AHEA (now referred to as AAFCS) to develop this through a common name. Davis (1996) at the International Federation for Home Economics World Congress in Bangkok, raised questions relative to the variety of names acceptable and need for a globally-common term. She questioned whether, without consistency, we destroy the very unity and identity a name change seeks.

The very nature of family and consumer sciences' subject matter changes with an increasingly complex society and makes it difficult for all levels to be at the same point at the same time. Voss (1993) suggested an evaluation of programs on the basis of whether or not subject-matter departments and the curricula are consistent with the definition of the field. If not, she proposed that those units adopt a name that best describes and defines what they are and do and stop referring to themselves by the name that does not accurately portray them.

This, however, raises the question of whether FCS has enough of a challenge for recognition without the confusion of name proliferation, which dilutes its impact.

Other questions arising from the literature review include whether the name change movement was a symptom of a larger problem that should have been addressed first. Stage (1997) argues that, FCS like nursing and other gendered professions could never define itself outside of gender stereotypes. She explains that not until men moved into FCS in the 1960s did the field begin to get funding and legitimacy. If this is in fact true, the problem could be gender and not the merit of the program.

By changing the name, has this led to the phasing out of the program in some institutions altogether? In Great Britain and some Scandinavian countries, home economics has been merged with other subjects, and the program as we know it does not exist. Although this phasing out of home economics programs began before the name change process in the USA, the implications cannot be ignored. Dressel (1963) questioned whether the various subspecialties loosely grouped in home economics (FCS) might not gain more by being regrouped with other curriculums. He stated that psychologists, sociologists, social workers, and educators are as much concerned with problems in the home and family as family and consumer scientists. He suggested that such regrouping may help deal with the problems of the home and family at some new and higher level. East (1965) voiced similar sentiments. Answers to these concerns are beyond the scope of this study however it was important to raise them so that the reader is fully aware of the issues under discussion in relation to identity and unity in the profession.

It was helpful to the study to review literature on attitudes and attitude change in relation to family and consumer sciences in order to measure it accurately.

Attitude and attitude change in relation to Family and Consumer Sciences

Why should we study attitudes toward the name change? It is important to study attitudes in order to change them and facilitate the adjustment required for the success of the name change exercise. As illustrated earlier, family and consumer sciences has grown in scope and complexity from its origins of subject matter focused on the family and household to applications outside the home in specialized institutions. It is better therefore to educate the general public and other interested parties on the nature of this profession (to the extent that differences exist) rather than to let each individual be guided by his or her own prejudices, preconceptions, and predilections.

Similarly the effectiveness of new program reforms/changes, curriculum (instruction and assessment) and services is integrally related to changes in the attitudes of the general public, professionals, students and their families. These cannot be fully implemented without increased receptivity toward them despite the assumption that full acceptance in schools and professionally will alter the traditional views toward family and consumer sciences. This would appear to be possible only through a better understanding of attitudes toward FCS and of attitude change.

Although there are diverse definitions of attitude, the feature common to most is that an attitude is the degree of liking (or disliking) held toward a person, group, issue, or other object, (Jones & Guskin, 1984). In addition, many definitions include beliefs and actions

related to the object and often to stereotypes, expectancies and prejudices. Allport (1935 pg.810) defined an attitude as a “mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. Another definition is by Triandis (1971). He defines attitude as “an idea charged with emotion which predisposes a class of actions to a particular class of social situations” (p.2). This definition has three components: the idea (cognitive component), the emotion attached to it (affective component), and the predisposition to action (behavioral component). This study examines what FCS teachers thought of the name change, how they felt about it and their predisposition to the change.

The cognitive component reflects thoughts about the attitude object (Triandis, Adamopoulos & Brinberg, 1984). Beliefs about a category of persons, program, culture etc. are often called stereotypes. A stereotype is a belief that members of a particular group have a certain common trait or attribute. Some parts of the stereotype can be accurate in the sense that a connection between a group of persons and the particular behavior or trait may be shown by careful research. In most cases however, people do not form stereotypes on the basis of careful research but react on the basis of a minimum of evidence. Many a times what they know is what other people told them while they were growing up which is usually inaccurate, hence most stereotypes have little or no validity. Family and consumer sciences has been victim to this kind of stereotyping as discussed earlier in the chapter.

On the affective component Triandis, Adamopoulos & Brinberg (1984) state that an attitude object is at the center of a network of thoughts, and each element (thought) of the network has some degree of emotion, positive or negative, associated with it. Fishbein (1961)

further explains that the total affect attached to the attitude object depends on the strength of its connections with various cognitive elements and on the emotion attached to each element. He says that humans cannot think of many things without feeling some emotion.

The behavioral component is concerned with the behavior that may occur toward an attitude object. In the case of social behavior, one can go toward, away, or against the attitude object (Triandis, Adamopoulos & Brinberg, 1984). If the attitude object is good, approaching it makes sense; if it is bad, avoiding or fighting it may be good options. The authors state that all behaviors have five characteristics associated with them: a specific *actor*, *action*, *context*, at a specific *time*, and toward a specific *target*. In other words who does what, to whom, where, and why. We can apply this analysis to family and consumer sciences very effectively. One area of interest in this study is the attitudes (action) of FCS teachers (actors) toward the name change (context) after the 1993 meeting (time) in Scottsdale, Arizona. However, we are cautioned that not only do we need to have a clear conception of the attitude we are measuring but more specifically, know the aspects or attributes of the attitude.

Armed with this understanding of attitudes, how can we investigate attitude effectively? Jones and Guskin (1984) state that although we can borrow concepts and methods from prior experience and from parallel fields, such as educational innovation, social psychological research on attitude change, and work on racial prejudice, it is essential to build systematically a distinct framework for thinking about, investigating, and intervening in attitudes. To be useful to FCS, such a framework should enable us to examine changes in attitudes paralleling or resulting from changes related not only to the name change but to services, programs and direct attempts to educate, prepare or provide in-service programs to

FCS teachers. The framework should facilitate our examination of attitudes held by people in various roles including the FCS professionals themselves, their advocates, and the public at large. The framework should also allow us to examine the relation between understandings (perceptions) and attitudes and the relations between both of them and behaviors among the mentioned groups. Jones and Guskin (1984 p.13-14) developed one such framework outlining factors to consider in exploring attitudes in special education. For the purpose of this study, the framework has been modified to examine variables considered in measuring changes in attitudes of FCS teachers toward the name change and suggestions for exploring their relations (see Figure 4). The framework was used as a guide when developing the instrument for the study (see Appendix D).

The first and second factors shown in Figure 4 describe whose attitude we are examining and what the attitude is about. In this case we examined the attitudes of FCS teachers toward the name change. The context or conditions under which the attitude is expressed was considered. Items in the instrument asked how respondents felt about the name change from home economics to family and consumer sciences. It was important to make this distinction because other name changes have occurred in the profession using names other than family and consumer sciences. On the determinants of the attitudes, items on professional stereotyping and curriculum were included. To measure the effects these attitudes have, items on whether or not the name change had influenced the way respondents interacted with each other or members of the public were included in the survey. For step six the study utilized an attitude scale (likert scale for attitude measurement) to measure the attitudes.

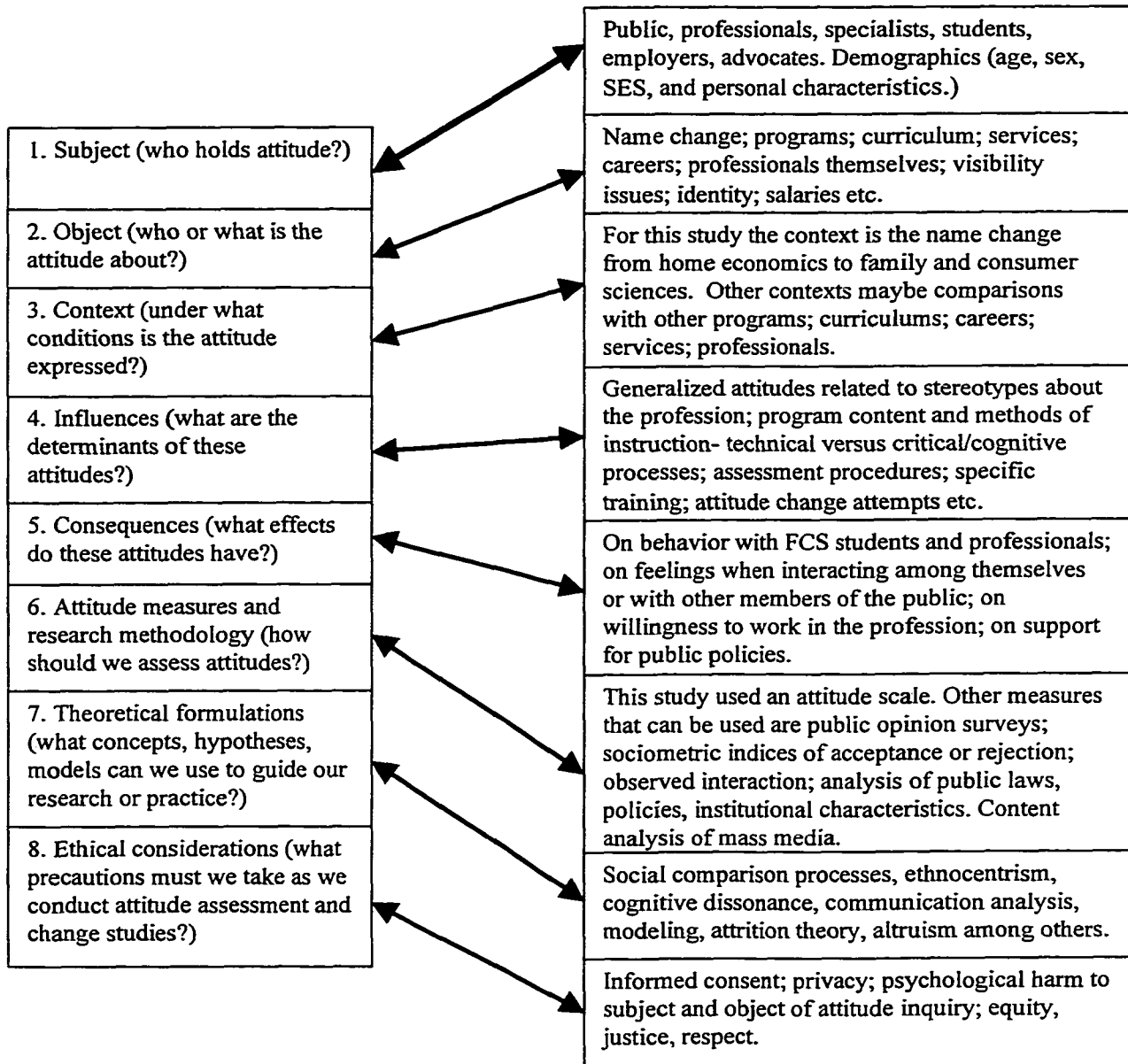


Figure 4. Factors to consider in exploring FCS teachers attitudes toward the name change

Source: Jones & Guskin (1984, p. 13-14).

On theoretical formulations, the study utilized the cognitive dissonance theory to develop some items for the survey. This theory states that people attempt to maintain consistency among their beliefs, attitudes, and behaviors (Encyclopedia Britannica Online, 2000). Cognitive dissonance is the mental conflict that occurs when beliefs and assumptions are contradicted by new information. Studies have shown that behavior inconsistent with one's beliefs, if there is insufficient justification for the behavior, will often bring about modification of those beliefs. The items developed therefore include belief statements, attitude statements and behavior statements. Ethical considerations were satisfied by submitting the survey instrument to the human subjects review committee for review and approval. This was granted before the instrument was piloted.

CHAPTER 3. METHODOLOGY

Introduction

The purpose of this study was to examine Iowa public school FCS teachers' attitudes and perceptions of the impact of the name change on their profession. A name influences the way we perceive and understand ourselves, and the way others perceive and understand us. This section addresses methodological issues such as research design, population and sample selection, instrument development, pilot survey, data collection procedures and data analysis. More specifically, this study was designed to fulfill the following objectives:

1. Examine the attitudes of FCS teachers toward the name change.
2. Examine the perceptions of FCS teachers toward the name change.
3. Identify the program changes that have occurred in FCS education as a result of the name change as reported by FCS teachers.
4. Identify ways that FCS teachers have enhanced the new image of the profession.
5. Analyze relationships between attitudes and perceptions with demographic variables such as age, years of service, type of professional work setting, and membership in professional associations.

Research design

This study employed a cross-sectional survey research design that was descriptive and exploratory in nature. The researcher was interested in collecting information from a sample that had been drawn from a predetermined population. Fraenkel and Wallen (1996) have pointed out that survey research obtains data that describe the characteristics of a population. The purpose is to find out how members of that population distribute themselves on one or

more variables under study. Martella, Nelson and Marchand-Martella (1999) point out that surveys are good for describing the distribution of characteristics, traits, or attributes of interest. They are also good for explaining a phenomenon of interest and enable the researcher to examine the relationship between two or more variables. In an exploratory fashion, surveys are good for investigating phenomena not previously studied (Douglas 1976). These were the reasons for using the cross-sectional survey research design for the study.

Gay (1995) stated that cross-sectional surveys collect information from a sample that has been drawn from a predetermined population at just one point in time. This study used mailed surveys with closed-ended questions for data collection. Mangione (1998) suggested that mailed surveys are a good choice when the questions are written in closed-ended style and when the research sample respondents have a moderate to high investment in the topic. This survey sought information on the attitudes and perceptions of family and consumer sciences teachers toward the name change as well as on program changes and image of the profession associated with the name change. Results of this study would be of interest to this population, and as such, they should be willing to complete the survey. Additionally, a mailed survey gives one time to reflect on the questions resulting in thoughtful responses; hence, it was deemed the most appropriate procedure for collecting data in this study.

Population and sample selection

The target population was family and consumer sciences teachers in public schools in the State of Iowa which included middle, junior high, and senior high levels. The accessible

population was FCS teachers selected from a list provided by the Iowa Department of Education. The list consisted of 579 teachers identified as teaching FCS courses. This list of names was carefully examined for accuracy. This exercise led to deleting 51 names from the list who did not qualify on the basis of the subjects listed as taught. This reduced the accessible population to 528 names. Out of a total of 528 names, 30 names were randomly selected for the pilot study. The remaining 498 names were those from which the sample for the study was selected. The sample size was 300. When conducting surveys, a 60% response rate is considered acceptable. For this study in order to get this level of response at least 300 surveys would be mailed.

The sampling process was guided by Salant and Dillman's (1994) requirements relative to population and 3-step process in sampling. This requires that a) the sample be large enough to yield the desired level of precision, b) people in the population have an equal chance of being selected, c) questions be asked in ways that enable the people in the sample to respond willingly and accurately and d) characteristics of people selected in the sampling process who choose not to participate in the survey be similar to the characteristics of those who do choose to participate. After ensuring that these conditions had been met, the three-step process in sampling was used. The target population of 579 FCS teachers was identified based on the purpose of the study. Secondly, a list frame was put together of the target population and finally the sample was selected. A computer based (SPSS functional key) random generator function was used to select the sample from the population for this study (*Using SPSS for Windows: Analyzing and Understanding Data, 2nd ed. 2000*).

Instrument development

The data were collected using a mailed survey. The survey developed by the researcher integrated items that sought information to examine FCS teachers' attitudes and perceptions of the impact of the name change on the profession. It consisted of four parts. Part A solicited information on the attitude and perceptions of the respondents toward the name change and the profession. Part B asked for information on program changes that have occurred as a result of the name change. Part C examined how FCS teachers have enhanced the new image of the profession. The final part requested the background information on the demographics of the respondents. Development of these items was guided by the conceptual framework developed by Jones & Guskin (1984) in their paper, 'Attitudes and attitude change in special education: Theory and practice'. This framework is described in detail in the literature review (see p. 28-30).

To establish content-related and format validity of the instrument, a panel of five experts in the field of family and consumer sciences at Iowa State University examined the survey items and indicated whether they measured predetermined criteria, objectives, and domain of content. This exercise is important in ensuring that the content and format of the instrument is consistent with the definition of the variable and sample of subjects to be measured as well as 'looking' like it is measuring what it is designed to measure from the respondents' perspectives (Fraenkel & Wallen, 1996). After incorporating their recommendations, the instrument was ready for a pilot test.

Human subjects review

Approval to conduct the study was granted by the Iowa State University Committee on use of human subjects in research (see appendix A). After a careful review and scrutiny of the questionnaire and cover letter, the committee concluded that the rights and welfare of human subjects in this study were adequately protected and the suggested format for reporting group data ensured confidentiality of the respondents.

Pilot study

A total of 30 FCS teachers were randomly selected to participate in the pilot study. The survey was mailed out to them with instructions to complete the questionnaire and submit comments related to the questionnaire (see appendix B). Of the 30 surveys that were mailed, 22 (73%) were returned. As a result of written feedback from the pilot study, the researcher revised the instrument based on their recommendations. Revisions included making grammatical changes in the background information and inserting checkboxes for the responses. Modifications were also made on the measurement scale. The neutral option was removed to leave only four options: Strongly Agree, Agree, Strongly Disagree and Disagree. This was an effort to encourage respondents to make a decision. It was determined that removal of this option would not compromise the accuracy of the results.

In part A of the questionnaire, the stem for items 38 to 45 was changed from 'I feel that' to "I believe that." This is because of the importance of beliefs in conceptualization of attitude. Our beliefs about things affect the way we feel about them. If we believe an individual has many good qualities, we tend to like him or her. Our beliefs in turn are

influenced by our attitudes. We are more willing to believe, or even assume, positive information about persons whom we like than about persons we don't like (Mueller, 1986). This reciprocal relationship between cognition and affect was useful in measurement of attitude in this study.

An analysis was performed on the pilot study data to measure internal consistency of the instrument. The rationale for this analysis was to estimate the extent to which the instrument is free of unsystematic measurement error (Martella, Nelson & Marchand-Martella, 1999). Since the items are relatively homogenous, we expect there to be a great deal of variance on the measurement device. This is because some participants will score high and some will score low if the items are measuring the same thing. The Cronbach's Coefficient Alpha was used for this analysis because the items were not to be scored dichotomously. The alpha coefficients by section are as follow: the name change from home economics to family and consumer sciences 0.88 based on 18 variables and $n=22$; the name family and consumer sciences 0.83 based on 17 variables and $n=22$; the concepts "family" and "consumer" in the name family and consumer sciences 0.79 based on 5 variables and $n=22$; I believe that 0.81 based on 8 variables and $n=22$; the profession that has been renamed family and consumer sciences 0.75 based on 12 variables and $n=22$; program changes 0.77 based on 28 variables and $n=22$; I am involved in promoting the image of the profession through the following efforts 0.78 based on 7 variables and $n=22$; the image of the profession should be promoted through the following efforts 0.80 based on 4 variables and $n=22$; and finally, please respond to the following statements 0.80 based on 4 variables and $n=22$. Martella, Nelson & Marchand-Martella (1999) suggest that reliability coefficients of 0.70 or above are usually

considered respectable regardless of the type of reliability calculated or the method of calculation used.

Changes on items in the background information of respondents were very few. Question 6 was modified to read, "Please select your professional work setting from the list below. Check all that apply," replacing the part which read, "Combination: Please identify". After making changes to the pilot study, a survey and cover letter were sent to members of the program of study committee for further scrutiny concerning validity and formatting. Their comments which included changing the color of the survey booklet from white to light blue were integrated in the final version of the survey.

Data collection

Data collection for this study was implemented via a mailed questionnaire during the months of March, April and May 2000. The mailed questionnaire method has been found to be an appropriate, cost-efficient way of collecting data from a widely dispersed population (Martella, Nelson, & Marchand-Martella, 1999). Mail survey is also preferred when questions are designed in such a way that respondents need to take time to reflect upon their answers in order to give a considered and accurate answer.

The mailing package included a signed cover letter explaining the purpose and the importance of the study and assured confidentiality of the responses (see appendix C). The package also had the survey (see appendix D) and a self addressed, stamped return envelope. Questionnaires were numbered to expedite data collection in relation to identifying respondents and non-respondents. Of the 300 questionnaires that were sent out, 77 (~ 26%)

had been returned after two weeks. A reminder postcard was sent to all non-respondents (see appendix E). A week later 53 (~ 18%) more subjects responded bringing the response rate to ~ 43%. Two weeks after the reminder postcard was mailed an extra 50 questionnaire packets were mailed to the non-respondents. As a result of the second mailing, 15 (5%) more questionnaires were received. From the 145 non-respondents, the researcher randomly selected ten names for telephone interviews. Two telephone calls were scheduled for each respondent. The initial call was for introduction, explanation of the purpose of the call and to request an appointment for an interview. All the ten subjects responded positively to the telephone interviews which were conducted within a one week period.

At the end of the data collection period, a total of 145 (48%) questionnaires out of 350 that were mailed had been received. Postcards of appreciation for willingness to participate were sent to all respondents. Although the return rate was 48% (n=145), 16 surveys were not included in the final data producing sample for the following reasons: 3 questionnaires were returned uncompleted, 8 were incomplete for the reason that the teachers did not consider themselves family and consumer sciences teachers even though they had been listed by the Iowa Department of Education as FCS teachers because they taught one of the following courses: physical education, health and/or industrial education. Two of the remaining 5 questionnaires had been damaged by water and the other three had missing data pages. A final total of 129 questionnaires provided usable data for a response rate of 43%. It should be noted that among the 129 questionnaires received there was item specific missing data. Some respondents did not provide complete information in some sections of the survey.

The low response rate raised concern and hence, the follow up telephone interviews to some non-respondents. This served two purposes: 1) to increase the response rate and 2) to get a feel for the reasons as to why there was no response to the mailed questionnaire. Reasons given for non-response to the survey included lost or misplaced survey, forgetfulness and busy schedules. Mangione (1998) states that response rates between 50% and 60% are barely acceptable unless additional information is provided that can contribute to the confidence about the data (p. 405-406). The researcher also explored other ways to increase this confidence level, hence generalizability of the data. Ways of handling non-response issues have been discussed by various researchers. Miller and Smith (1983) state that comparing early to late respondents, comparing respondents to non-respondents, comparing respondents to the population, double dipping or even ignoring are some ways of handling these issues. For this study early respondents were compared to late respondents on the following variables: attitudes toward the name change, perceptions about the name change, program changes and ways of enhancing the new image of the profession. Using t-test comparisons the results indicated no significant differences between the two groups at the 0.05 significance level. Therefore, data from the late respondents were found to be similar with data from early respondents and hence one can conclude that differences do not exist between respondents and non-respondents. This study used the final 43% (n= 129) response rate.

Data analysis

Data from the completed questionnaires were prepared and coded for analysis using the statistical software SPSS version 10.0. Frequencies and measures of central tendency

were used to check for discrepancies, examine response rates and summarize respondents' characteristics. Inferential statistics such as factor analysis and correlation were used to determine relationships between variables. For the purpose of this section, factor analysis and correlation and how they relate to the study will be described.

Factor analysis is a technique used to identify factors that statistically explain the variation and covariation among measures. It determines whether or not a number of variables can be described by a much fewer number of factors. It is in essence a data reduction technique. This study was designed so that different sets of measures (questions) reflect different dimensions of a broader conceptual system. For example to measure attitude, several questions were constructed and the same was the case for perceptions, program changes and promotion of the image of the profession. Factor analysis was used to yield factors that represent these dimensions. It also established the inter-relatedness of the measures for each of the variables mentioned above. Factor analysis assumes that the observed variables are linear combinations of some underlying factors. Some of the factors are assumed to be in common to two or more variables and some are assumed to be unique to each variable (Kim & Mueller, 1978). Only common factors contribute to the covariation among the observed variables.

In this study factor analysis yielded factors that were used as independent variables for further statistical tests. These factors were correlated with the background information of the respondents. In this study specifically, Pearson's product moment correlation was used to measure association between two variables although correlation may be used as a general term for any type of association between variables (Kim & Mueller, 1978).

Examining relationships between two or more variables often begins with correlations. A significant positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the other. A significant negative correlation, on the other hand, means high scores on one variable are associated with low scores on the other variables, and low scores on one are associated with high scores on the other. Pearson's r (correlation) was used to measure objective five of the study.

CHAPTER 4. FINDINGS AND DISCUSSION

The overall purpose of this study was to examine FCS teachers' attitudes and perceptions of the impact of the name change on their profession. Five research objectives guided this study and will be used to organize the findings and discussion. In the first section descriptive statistics related to FCS teachers' personal and professional characteristics are presented. In the next sections analyses of possible relationships and underlying factors representing attitudes, perceptions, program changes and the new image of the profession are presented.

General descriptive information

The sample consisted of 300 teachers randomly selected from a population of 498 FCS teachers in the State of Iowa. Forty three percent (129 teachers) responded with usable data for the analysis. Among the 129 surveys received, there was item specific missing data. Some respondents did not provide complete data. For this reason, during factor analysis, the missing values were replaced by the mean.

FCS teachers' personal and professional characteristics

Descriptive statistics are used to present the personal and professional characteristics of respondents. The personal characteristics include gender, age and State of origin (see table 4.1). The professional characteristics include educational background (level of education, type of degree, subject major and institution), professional work setting, number of years of service in the profession of family and consumer sciences, professional associations of which

Table 4.1. Personal characteristics of teachers

Category	n	Percent
Gender (n=115)		
Female	114	99.1
Male	1	0.9
Age in years (n=113)		
30 and Below	5	4.4
31-39	10	8.8
40-49	48	42.5
50-59	44	38.9
60 and over	6	5.3
State of Origin (n=107)		
Iowa	77	72.0
Minnesota	6	5.6
North Dakota	1	0.9
South Dakota	2	1.9
Oklahoma	2	1.9
Missouri	6	5.6
Illinois	4	3.7
Nebraska	4	3.7
Washington	1	0.9
Michigan	1	0.9
New York	1	0.9
California	1	0.9
Wisconsin	1	0.9

the respondent is a member and whether he /she is an advisor of Family, Career and Community Leaders of America (FCCLA), attendance at the 1993 AHEA meeting in Scottsdale Arizona and whether they voted on the name of the profession, (see Table 4.2).

Table 4.2 Professional Characteristics

Category	n	Percent
Degree (n=115)		
B.S. or B.A.	76	66.1
M.S. or M.A.	37	32.2
Ph.D. or Ed. D	2	1.7
Degree in progress (n=115)		
Yes	14	10.9
No	115	89.1
Major (n=92)		
Family and consumer sciences education	49	53.2
Family and consumer sciences	13	14.1
Vocational family and consumer sciences	9	9.8
Education	3	3.3
Vocational education	3	3.3
Administration	1	1.0
FCS and other combination	11	12.0
Other	3	3.3
Institution (n=95)		
Iowa State University	34	35.8
University of Iowa	4	4.2
University of Northern Iowa	9	9.5
Wayne State College	4	4.2
South Dakota State University (SDSU)	2	2.1
Mankato University	3	3.2
North Western Missouri State University (NWMSU)	5	5.3
Westmar	2	2.1
Iowa State University & another institution	11	11.6
Other	21	22.1
Professional work setting (n=115)		
Middle School	4	3.5
Junior High School	5	4.3
Senior High School	47	40.9
Junior and Senior high	26	22.6
Middle and Senior high	22	19.1
Middle and Junior high	2	1.7

Table 4.2. (continued)

Category	n	Percent
Middle, Junior, and Senior high	4	3.5
Senior high and Adult education	2	1.7
Senior high and University or College	2	1.7
Middle, Junior, Senior high & University or College	1	0.9
No. of years of service in the profession of FCS (n=112)		
5 or Less	6	5.4
6-10	13	11.6
11-15	15	13.4
16-20	23	20.5
Over 20	55	49.1
Professional Associations (n=129)		
American Association for Career and Technical Education (ACTE)		
Yes	13	10.1
No	116	89.9
American Association of Family and Consumers Sciences (AAFCS)		
Yes	34	26.4
No	95	73.6
Iowa Association for Career and Technical Education (IACTE)		
Yes	21	16.3
No	108	83.7
Family, career and community leaders of America (FCCLA)		
Yes	20	15.5
No	109	84.5
Family and consumer sciences education association (FCSEA)		
Yes	10	7.8
No	119	92.2
Family and consumer sciences educators for progress (FCSEP)		
Yes	40	31.0
No	89	69.0
International federation for home economics (IFHE)		
Yes	0	0
No	129	100.0
Other		
Yes	10	7.8
No	119	92.2

Table 4.2. (continued)

Category	n	Percent
Advisor of a chapter of FCCLA		
Yes	33	29.2
No	80	70.8
No Response	16	12.4
Attendance at the 1993 AHEA meeting in Scottsdale Arizona		
Yes	0	0
No	129	100.0
Voted for the name of the profession		
Yes	3	2.3
No	126	97.7

Gender

One hundred and fourteen (99.1%) of the respondents were female and one was male.

There was no response from 14 subjects (10.9%).

Age

The largest number of teachers who responded (42.5%) are between 40-49 years of age. The second largest group (38.9%) is between 50-59 years of age. In third position (8.8%) are those between the ages of 31-39 followed by the 60 and over category (5.3%). The smallest group responding represented the 30 and below group (4.4%). The mean age of FCS teachers who responded is 47 years and the range is 40, the oldest being 64 years old and the youngest 24 years old.

A study by Jones (1999) on professional development of South Carolina FCS secondary school teachers also yielded similar results. She found that the largest number of teachers were in the 40-49 age group followed by the 50-59 group. This means that 86.7% of the teachers were 40 years and older.

State of Origin

The majority of teachers (72.0%) are from the State of Iowa. Minnesota and Missouri were second, each having 5.6%. In fourth place is Illinois and Nebraska, each having 3.7%. The other states followed closely behind indicating that the teachers come mainly from Iowa and surrounding states.

In summary, the personal characteristics of FCS teachers in the State of Iowa indicate a female dominated profession (99.1%). The majority of teachers (86.7%) are over the age of 40 and most of them are from Iowa and the surrounding states.

The professional characteristics described include highest degree attained, specialization or major, institution at which degree was attained, professional work setting, number of years of service in the profession and membership in professional associations.

Educational background

Of the 115 FCS teachers who responded 66.1% (76) have Bachelor of Arts or Bachelor of Science degrees. Slightly over thirty two percent (37) have Masters of Science or Arts degree and 1.7% (2) have Doctorate degrees. Of the two former categories, 10.9% are studying for higher degrees (see table 4.2 p. 32). Out of 92 respondents, 53.2% (49)

majored in family and consumer sciences education. The second category accounting for 14.1% (13) of the respondents majored in family and consumer sciences of which 2 specified fashion, design and merchandising. Nearly ten percent majored in vocational family and consumer sciences. The rest of the respondents (10.9%) were distributed more or less equally among education, vocational education, administration, and other majors. Twelve percent of the respondents majored in family and consumer sciences and other combinations such as physical education, science and health.

Institution

Of the 95 respondents, 34 (35.8%) attended Iowa State University and 11.6% attended Iowa State University and some other institutions. The second largest group (9.5%) attended the University of Northern Iowa. North Western Missouri State University (NWMSU) had 5.3%. Other institutions included University of Iowa, Wayne State University, South Dakota State University, and Mankato University among others (see table 4.2).

Professional work setting

Results show that most of the teachers who responded (40.9%) work at the senior high school level. The second largest category (22.6%) work in both junior and senior high schools and 19.1% are in middle and senior high schools. Other professional work settings include adult education and college or universities. The largest number of respondents (49.1%) have been in the profession for over 20 years followed by 20.5% who have worked

in the profession for 16-20 years. Only 5.4% have worked in FCS for 5 years or less (see Table 4.2).

Membership in professional associations

Respondents checked that they belong to the following associations: American Association for Career and Technical Education (10.1%); American Association of Family and Consumer Sciences (26.4%); Iowa Association for Career and Technical Education (16.3%); Family, Career and Community Leaders of America (15.5%); Family and Consumer Sciences Education Association (7.8%); Family and Consumer Sciences Educators for Progress (31.0%); and 7.8% belonged to other associations. None of the respondents were members of the International Federation for Home Economics. Approximately twenty-nine percent (29.2%) indicated that they were advisors of a chapter of Family, Career and Community Leaders of America.

None of the respondents attended the 1993 AHEA meeting in Scottsdale Arizona; hence, none participated in voting on the recommendation that the name of the profession be changed. Three respondents (2.3%) indicated that they voted for the name change meaning they were most likely delegates to a professional organization meeting where voting occurred.

In summary, the majority of FCS teachers in the State of Iowa (66.1%) hold bachelor of art or bachelor of science degrees and majored in family and consumer sciences education (53.2%). They also attended Iowa State University and other neighboring universities such as University of Northern Iowa and University of Iowa. The majority (95.6%) teach in either

middle school, junior high, senior high or a combination with the highest percentage (40.9%) teaching at the senior high school level. For work experience, 83% have more than 10 years working as professionals in family and consumer sciences. Sixty respondents (47%) out of a total of 129 belong to at least one or more professional associations. It should be noted that respondents who belong to AAFCS automatically become members of the Iowa Association of Family and Consumer Sciences (IAFCS). Membership in professional associations was found to be extremely low which may explain partly why none of the respondents attended the 1993 AHEA meeting in Arizona during which time professionals voted to recommend changing the name of the profession.

Attitudes of FCS teachers toward the name change

A frequently made statement is that a score on an attitude scale does not truly describe a person's attitude. Many complex factors are involved in an individual's attitude on any issue and measurement describes only one attribute of the object being measured. Mueller (1986) states that attitudes cannot be observed or measured directly and their existence must be inferred from their consequences. In this study, a wide range of statements related to the name change from home economics to family and consumer sciences were carefully selected and respondents asked to indicate whether they agreed or disagreed with these statements. The responses would indicate whether respondents were positively or negatively inclined toward the name change (see Table 4.3). Items that were used to measure attitude included items grouped in the following sections: 1) the name change from home economics to family and consumer sciences, 2) the name family and consumer sciences, and

3) I believe that (see Appendix D). A likert type scale was used to describe the level of agreement with each statement (1=Strongly Disagree, 2=Disagree, 2.5=Neutral, 3=Agree and 4=Strongly Agree). In the survey, the neutral category was not included to encourage respondents to make a choice; however in the data analysis, this category was included because respondents chose to add neutral response category. Table 4.3 shows the results in descending order by percent who agree with the item.

Table 4.3. Name change from home economics to family and consumer sciences

Name change	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Suggested that the profession Goes beyond the home.	126	13	10.3	0	0	113	89.6
Communicates the breadth and scope of the profession.	125	20	16.0	0	0	105	84.0
Brought consumers into focus.	127	29	22.9	0	0	98	77.2
Brought families into focus.	125	31	24.8	1	0.8	93	74.4
Identified the professional Knowledge base more clearly.	127	34	26.8	0	0	93	73.3
Was a necessary step toward achieving unity and identity in the profession.	127	34	26.4	0	0	93	73.2
Enhanced identification both within and across universities	121	35	29.0	1	0.8	85	70.3
Resulted in greater unity of purpose in the profession.	126	46	36.5	1	0.8	79	62.7

Table 4.3. (continued)

Name change	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Brought recognition to the field as research and teaching have become identified with it.	120	48	40.0	0	0	72	60.0
Improved visibility of FCS programs.	125	58	46.4	0	0	67	53.6
Led to course restructuring in Content and instructional methodology in the FCS program.	125	56	44.8	2	1.6	67	53.6
Brought individuals into focus.	125	59	47.2	1	0.8	65	52.0
Led to changes in methods of assessment within the FCS program.	127	71	55.9	0	0	56	44.1
Eliminated old stereotypes about the profession.	127	74	58.3	0	0	53	41.7
Led to increased male enrollment in FCS programs.	124	77	62.1	2	1.6	45	36.3
Strengthened extension Programming at the county level.	114	77	67.5	1	0.9	36	31.6
Resulted in loss of identity in the profession.	124	87	70.1	0	0	37	29.8
Led to increased student enrollment in FCS programs.	126	90	71.4	1	0.8	35	27.8

The number of FCS teachers who responded to the statements about the name change from home economics to family and consumer sciences ranged from 114 to 127. The level of agreement with these statements indicated by the FCS teachers revealed relatively high means that ranged from 2 to 15. To simplify the analysis, the measurement scale was reduced from 5 categories to 3 where responses to Strongly Disagree and Disagree categories were summed together as well as responses from the Strongly Agree and Agree categories. This decision does not alter conclusions drawn from the results of the analysis.

Descriptive statistics show that over 70% of the respondents agree that the name change from home economics to family and consumer sciences suggests that the profession goes beyond the home (89.6%), communicates the breadth and scope of the profession (84.0%), and identified the professional knowledge base more clearly (73.3%). On the issue of unity and identity, over 60% of the respondents agree that the name change was a necessary step toward achieving unity and identity in the profession (73.2%), resulted in greater unity of purpose in the profession (62.7%), enhanced identification both within and across universities (70.3%), and did not result in loss of identity in the profession (70.1%). However, the majority (58.3) indicated that it did not eliminate old stereotypes about the profession (see table 4.3). Statements related to the focus of the profession had over 52% of the respondents agreeing that the name change brought families (74.4%), consumers (77.2%) and individuals (52.0%) into focus in the profession.

The majority of respondents indicated that the name change did not increase student enrollment (females or males) in FCS programs (70.4% and 62.1%). On course restructuring, 53.6% agreed that the name change led to course restructuring in content and instructional

methodology in FCS programs; however, only 44.1% agreed that it led to changes in methods of assessment in the programs. About 56% disagreed with this statement. Over 53% agreed that the name change improved visibility of FCS programs (53.6%) as well as brought recognition to the field as research and teaching have become identified with it (60.0%). On extension programming majority of respondents (67.5%) indicated that the name change from home economics to family and consumer sciences did not strengthen extension programming at the county level.

In summary, items on scope, focus, unity and identity of the profession were scored highly on the likert scale with a high percentage of respondents agreeing with these items. This indicates a positive attitude toward the name change as it affects the scope and focus of the profession. Items on student enrollment did not score as high on the measurement scale and many respondents felt that the name change did not increase student enrollment in FCS programs.

The survey items (1-18) were factor analyzed to reduce the large number of overlapping measured variables to a smaller set. Factor analysis groups variables according to the magnitude of their correlations. Common factors have stronger correlations with variables within their groups than they have with variables in other groupings. Varimax rotation was used to bring the factors closest to simple structure and to the point where there are weaker correlations between factor variables than there are within the factors' variables.

Factor analysis on the name change from home economics to family and consumer sciences converged within the SPSS limit of 25 iterations and yielded four factors. Based on eigen values greater than 1.0 a reliability analysis followed the factor analysis to check on

whether each item in the factor belonged to that factor. First, correlations within the subscale were examined to ensure that they were all positive. Second the 'alpha if deleted' was examined. This involves checking the items whose reliability coefficients are low with the aim of deleting them if doing so improves the alpha coefficient. No items were deleted in this case because the alpha coefficient was high enough (.88). The correlation coefficients within the 4 subscales (4 factors) ranged from $r=.43$ to $r=.81$.

To confirm that the number of factors generated by the factor analysis were in fact separate, the researcher correlated them to see how highly the subscales (factors) were correlated. The correlations between the subscales ranged between $r=0.348$ to $r=.523$. The relatively low correlations suggest that there are real differences between the subscales; hence four factors. Table 4.4 shows the factors generated and their variable loadings. Variable loading is considered strong if they were equal to, or greater than .50. The themes derived from the subscales identified main concepts that were used to label the factors. All items had relatively high loadings with the exception of item 5 (led to increased male enrollment in FCS programs) on factor 4, which refers to visibility and outreach (see Table 4.4). The factor, scope and identity refer to the boundaries of the field (scope) and what is central to the profession (identity). One of the objectives of the name change was to bring unity and identity to the profession by selecting a name that best communicates its breadth and scope and describes what is central to the profession. A high score on scope and identity therefore suggests that the respondent has a positive attitude toward the name change as it affects the scope and identity of the profession.

Table 4.4. Factor analysis of the name change from home economics to family and consumers sciences

Name change	Factor Loadings	Agree
Scope and Identity	F1	Percent
Suggested that the profession goes beyond the home.	0.776	89.6
Communicates the breadth and scope of the profession.	0.740	84.0
Identified the professional knowledge base more clearly.	0.723	73.3
Resulted in loss of identity in the profession.	0.657	29.8
Was a necessary step toward achieving unity and identity in the profession.	0.554	73.2
Resulted in greater unity of purpose in the profession.	0.517	62.7
Focus	F2	
Brought individuals into focus.	0.818	52.0
Brought families into focus.	0.722	74.4
Brought consumers into focus.	0.692	77.2
Enhanced identification both within and across universities.	0.615	70.3
Eliminated old stereotypes about the profession.	0.604	41.7
Curriculum	F3	
Led to changes in methods of assessment within the FCS program.	0.848	44.1
Led to course restructuring in content and instructional Methodology in the FCS program.	0.800	53.6
Led to increased student enrollment in FCS programs.	0.650	27.8
Visibility and Outreach	F4	
Strengthened extension programming at the county level.	0.775	31.6
Improved visibility of FCS programs.	0.762	53.6
Brought recognition to the field as research and teaching have become identified with it.	0.653	60.0
Led to increased male enrollment in FCS programs.	0.471	36.3

Therefore, the name family and consumers sciences communicates the breadth and scope of the profession more accurately and describes what is central to the profession. Items under this factor scored highly among respondents. Items under the second factor labeled

focus dealt with the various groups that the profession deals with. It was intended that the name change from home economics to family and consumer sciences would bring individuals, families and consumers into focus. These items scored highly suggesting that the majority of respondents agreed that the name change did bring these groups of people into focus. The two other items that loaded on this factor were enhanced identification both within and across universities and eliminated old stereotypes about the profession. These items may suggest that the name change, by streamlining the focus of the profession, enhanced identification both within and across universities as well as eliminated old stereotypes about the profession.

Factor 3 (see Table 4.4) refers to curriculum issues. The first two items had high factor loadings (0.848 & 0.800) indicating a strong relationship with curriculum. The third variable (led to increased student enrollment in FCS programs) seems misplaced on this factor. A possible explanation as to why it loaded on this factor is that by restructuring the curriculum, students were attracted to the program. Results from table 4.3 showed, however, that the name change did not increase student enrollment in FCS programs. These items did not score high among respondents.

Factor 4 in Table 4.4 refers to visibility and outreach issues. Extension programming is an outreach activity and change is often followed by public relations campaigns or similar activities to inform the public. The last variable, increased male enrollment in FCS programs, however does not seem to belong to this factor. A possible reason why it may have loaded on this factor could be that with improved program visibility, recognition and outreach males could be attracted to the program. Prior results however showed that the name change did not

increase male enrollment in FCS programs and only 31.6% of the respondents agreed that it strengthened extension programming at the county level.

Table 4.5 shows the variance explained by the 4 factors. The four factors together account for 65.6% of the variability of the original 18 items entered into the factor analysis. The first factor, scope and identity, accounts for 19.5% of the variance; the second factor focus, accounts for 18.6%; the third factor, curriculum, accounts for 14% of the variance and the fourth factor, visibility and outreach, account for 13.5% of the total variance (see Table 4.5).

In conclusion, results from Table 4.3 showed an overall positive attitude toward the name change from home economics to family and consumer sciences. The specific areas on which the name change had a positive impact are scope and identity of the profession, focus of the profession, curriculum, and visibility and outreach. Variables grouped under these factors had high scores on the likert scale and a large number of respondents agreeing with the items. The four factors together explain 65.6% of the variability in attitude.

Table 4.5. Total variance explained

Extraction Sums of Squared Loadings				Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.876	43.755	43.755	3.512	19.511	19.511
2	1.693	9.408	53.163	3.346	18.590	38.102
3	1.196	6.642	59.805	2.517	13.983	52.085
4	1.035	5.748	65.553	2.424	13.469	65.553

Extraction Method: Principal Component Analysis.

The name family and consumer sciences

One section in the survey consisted of statements about the name family and consumer sciences in relation to different aspects of the profession, for example, marketability, image and professional interactions. Respondents were asked to indicate their agreement or disagreement with these statements. Table 4.6 shows results in frequencies and percentages in descending order by percent who agreed. Over 73% of the respondents agreed that the name family and consumer sciences best describes what is central in the profession (86.8%), will serve the profession well into the future (91.1%), addresses the fundamental/real issues affecting the profession (73.4%), is not redundant (83.3%), is futuristic (85.6%), and does not narrow the focus of the field (85.7%). Forty-three percent of the respondents agreed that the name family and consumer sciences attracted students and faculty who will enhance the goals of the profession. Slightly over 44% agreed that this name has provided them with a better understanding of the scope and breath of the field.

On professional interaction, 36.3% agreed that the name family and consumer sciences has positively influenced the way other people outside the profession interact with them. Sixty three percent of the respondents felt that it had not. Forty-eight percent agreed that the name has positively influenced the way they interact with people outside the profession, while 51.6% disagreed suggesting that the name has not positively influenced this type of interaction. Fifty percent of the respondents agreed that the name has positively influenced the way they interact with fellow professionals and colleagues while 49.2% of the respondents felt that it had not.

Table 4.6. The name family and consumer sciences

The name family and consumer sciences	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Will serve the profession well in the future.	124	11	8.9	0	0	113	91.1
Best describes what is central to this profession.	125	12	9.6	1	0.8	112	86.8
Focuses on the economic role of the individual in society.	125	31	24.8	0	0	94	75.2
Has given me more opportunities to talk positively about the profession to others.	125	32	25.6	0	0	93	74.4
Has given me the opportunity to reaffirm the mission of the profession.	124	32	25.8	0	0	92	74.2
Has provided me with an opportunity to communicate the field's professional services to others.	126	36	28.6	0	0	90	71.4
Has positively influenced the way I interact with fellow professionals and colleagues.	124	61	49.2	1	0.8	62	50.0
Has positively influenced the way I interact with people outside the profession.	124	64	51.6	1	0.8	59	47.6
Has provided me with a better understanding of the scope and breadth of the field.	126	70	55.6	0	0	56	44.5
Attracted students and faculty who will enhance the goals of the profession.	121	67	55.4	2	1.7	52	43.0

Table 4.6. (continued)

The name family and consumer sciences	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Has positively influenced the way other people outside the profession interact with me.	124	78	62.9	1	0.8	45	36.3
Does not address the fundamental/real issues affecting the profession.	124	91	73.4	0	0	33	26.6
Does not communicate the field's interest in individuals as family members, employees and citizens.	124	95	76.6	0	0	29	23.4
Does not acknowledge the integrative nature of the field.	123	97	78.9	0	0	26	21.1
Is redundant.	126	105	83.3	0	0	21	16.7
Is not futuristic.	125	107	85.6	1	0.8	17	13.6
Narrows the focus of the field.	126	108	85.7	1	0.8	17	13.5

The majority (over 70%) indicated that the name family and consumer sciences has given them an opportunity to reaffirm the mission of the profession as well as to communicate the field's professional services and talk positively about the profession to others (see table 4.6). Over 76% indicated that it communicates the field's interest in individuals as family members, employees and citizens and acknowledges the integrative nature of the field.

Respondents were asked to state the name they would prefer for the field. The majority 86.4% (70) indicated a preference for the name family and consumer sciences while

8.6% (7) indicated a preference for the name home economics. Other names suggested were vocational careers, family studies and health sciences, and life skills.

To create a better understanding of the name family and consumer sciences in relation to attitude, through simplification, the 16 items in this section were factor analyzed. The goal was to identify a structure or pattern within this set of variables and determine the conceptual meaning of the underlying factor. For the same reasons explained earlier in the chapter, the extraction method was principal component analysis and the rotation method was Varimax with Kaiser Normalization. The factor analysis converged within 13 iterations and yielded three factors. Variable loadings were considered strong if they were equal to, or greater than 0.50. Table 4.7 shows the factors and the factor loadings. The factor loadings on the various variables were high enough to make the factors distinct. A reliability analysis performed on the items under each factor yielded high reliability coefficients that ranged from $r = 0.41$ to $r = 0.71$ with an alpha coefficient of 0.88 for the first factor, marketing. The second factor, image had reliability coefficients that ranged from $r = 0.32$ to $r = 0.71$ with an alpha coefficient of 0.83. Themes emerging from the different factors represented broad concepts that were used to label the factors.

The third factor, interaction, had reliability coefficients that ranged from $r = 0.37$ to $r = 0.75$ with an alpha coefficient of 0.84. The correlations within each of the three subscales were examined to verify that they were positive. To confirm that the factors generated by the factor analysis were in fact separate, a correlation analysis was performed on the three subscales. The correlations ranged from $r = 0.516$ to $r = 0.675$ implying that there are real differences between the subscales and hence, the 3 factors.

Table 4.7. Factor analysis of the name family and consumer sciences

The name family and consumer sciences	Factor Loadings	Agree
Marketing	F1	Percent
Has given me the opportunity to reaffirm the mission of the profession.	0.743	74.2
Has provided me with an opportunity to communicate the field's professional services to others.	0.725	71.4
Will serve the profession well in the future.	0.725	91.1
Has given me more opportunities to talk positively about the profession to others.	0.690	74.4
Focuses on the economic role of the individual in society.	0.630	75.2
Best describes what is central to this profession.	0.568	86.8
Image	F2	
Does not acknowledge the integrative nature of the field.	0.813	21.1 (78.9)
Does not communicate the field's interest in individuals as family members, employees and citizens.	0.673	23.4 (76.6)
Narrows the focus of the field.	0.668	13.5 (85.7)
Is not futuristic.	0.655	13.6 (85.6)
Is redundant.	0.568	16.7 (83.3)
Does not address the fundamental/real issues affecting the profession.	0.553	26.6 (73.4)

Table 4.7. (continued)

The name family and consumer sciences	Factor Loadings	Agree
Interaction	F3	Percent
Has positively influenced the way other people outside the profession interact with me.	0.757	36.3
Attracted students and faculty who will enhance the goals of the profession.	0.726	43.0
Has positively influenced the way I interact with people outside the profession.	0.711	47.6
Has positively influenced the way I interact with fellow professionals and colleagues.	0.671	50.0
Has provided me with a better understanding of the scope and breadth of the field.	0.502	44.5

The first factor, marketing, relates to how the respondents are building support or public relations for the name family and consumer sciences. Table 4.7 shows that variables under this factor also scored high among the respondents suggesting that they felt that the name family and consumer sciences has given them the opportunity to market the profession to others.

The second factor, image, relates to the picture or impression the name family and consumer sciences gives. The items under this factor were negatively worded and received low scores among the respondents. The majority of respondents disagreed with these items

suggesting that the name family and consumer sciences is futuristic and represents the field well.

The third factor, interaction, relates to communication, the ability of the name family and consumer sciences to facilitate communication about the profession both among FCS professionals and members of the public. Variables under this factor did not score highly among respondents (see Table 4.7). With the exception of the interaction among FCS colleagues, less than half the respondents felt that the name family and consumer sciences had not positively influenced interaction with people outside the profession. Similarly, the fact that less than half the respondents (44.5%) indicated that the name family and consumer sciences provided them with a better understanding of the scope and breadth of the field may explain why interaction scored low.

Table 4.8 shows the variance explained by the 3 factors. The three factors together account for 61% of the variability of the original 16 items entered into the factor analysis. The first factor, marketing, accounts for 23.5% of the variance; the second factor, image, accounts for 19.16%; and the third factor, interaction, accounts for 18.4% of the variance. Therefore marketing, image, and interaction together account for 61% of the variability in attitude toward the name family and consumer sciences.

Table 4.8. Total variance explained

Extraction Sums of Squared Loadings				Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.626	44.858	44.858	4.001	23.535	23.535
2	1.642	9.659	54.517	3.257	19.157	42.693
3	1.125	6.617	61.134	3.135	18.441	61.134

Extraction Method: Principal Component Analysis.

Beliefs about the name change from home economics to family and consumer sciences

Attitudes are influenced partly by beliefs. A respondent with many positive beliefs and only a few negative beliefs about a psychological object is judged to have a positive attitude. One with many negative beliefs and a few positive ones has a negative attitude (Mueller, 1986). Respondents were requested to indicate whether they believe the statements about the name change from home economics to family and consumer sciences. Table 4.9 shows the results. Over 70% of the respondents believe that redefining the field under a different name was neither fruitless nor denied its history. Over 60% believe that using names of specializations such as food and nutrition, textiles and clothing, and family studies would be confusing for the field and that the name change was necessary for the profession. Nearly eighty percent of the respondents believed that retaining the names of the specializations within the profession enhances visibility for graduates in the current job market. Asked whether they believed that the public had a clear understanding of what home economics is and not family and consumer sciences, the majority of respondents (55.9%) agreed that the public understood more about home economics than FCS.

Respondents were asked to indicate whether they believe that their attitude toward the name family and consumer sciences had become more positive in the last five years. Slightly over eighty percent agreed with the statement suggesting their attitude toward the new name had become more positive. The reverse was true when asked if they believed that their attitude toward the new name had become more negative in the last 5 years. Ninety four percent disagreed with this statement (see Table 4.9).

Table 4.9. Beliefs about the name change from home economics to FCS

I believe that	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
My attitude toward the new name has become more positive in the last five years.	127	24	18.9	1	0.8	102	80.3
Retaining names of the specializations within the profession enhances visibility for graduates in the current job market.	123	25	20.3	0	0	98	79.7
The public has a clear understanding of home economics and not family and consumer sciences.	127	56	44.1	0	0	71	55.9
Using names of the specializations such as food and nutrition, textiles and clothing, family studies, etc., would be less confusing for the field.	124	75	60.5	1	0.8	48	38.7
The full scope of the entity of an academic program, a profession, or an organization cannot be conveyed through the name alone and, therefore, changing the name was unnecessary.	124	78	62.9	1	0.8	45	36.3
Redefining the field under a different name was fruitless.	124	87	70.2	1	0.8	36	29.0
Renaming the profession denied its history.	124	95	76.6	1	0.8	28	22.6
My attitude toward the new name has become more negative in the last five years.	127	119	93.7	0	0	8	6.3

Perceptions of FCS teachers toward the name change

Social scientists have argued that there is a very fine line between attitudes and perceptions since they tend to influence each other. In this study perception has been defined as the capacity for comprehension, awareness or discernment. Like attitude the perceptual process is not in itself public or directly observable (except to the perceiver himself or herself, whose percepts are given directly in experience). The validity of the process can be checked only indirectly. This study focused on the cognitive aspect of perception. Respondents were asked to indicate whether they agreed or disagreed with statements about concepts in the name family and consumer sciences, as well as about the profession (see appendix D). An accurate response required an understanding of the ideas presented in the statements. Since the sample consisted of FCS teachers in the field, the assumption was made that they were familiar with the concepts and ideas presented in the survey.

Respondents were asked whether the concepts 'family' and 'consumer' in the name family and consumer sciences are easily understood; 77% of them agreed that the concepts were easily understood while 23% felt they were not. The majority of the respondents (over 84%) agreed that these concepts are appropriate for the new name of the field and represent its integrative nature and focus. Over 51% however disagreed that the concepts hold a high level of respect in the public view (see Table 4.10).

Table 4.10. The concepts ‘family’ and ‘consumer’ in the name family and consumer sciences

The concepts ‘family’ and ‘consumer’ in the name family and consumer sciences	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Are appropriate for the new name of the field.	126	13	10.3	0	0	113	89.7
Identified a focus for the field.	126	14	11.1	0	0	112	88.9
Represent the integrative nature of the field.	125	20	16.0	0	0	105	84.0
Are easily understood.	126	29	23.0	0	0	97	77.0
Hold a high level of respect in the public view.	122	63	51.6	1	0.8	58	47.5

The profession of family and consumer sciences

On the profession of family and consumer sciences, respondents were requested to indicate their agreement or disagreement with statements that described the profession. The statements covered the scope and focus of the profession as well as its dynamism (vitality). The majority of respondents (over 75.6%) agreed with all the statements in this section (see table 4.11) indicating a high awareness of what the profession that has been renamed family and consumer sciences has become.

To summarize these variables by a few factors, the items were factor analyzed. This was performed using principal component analysis method and varimax rotation. Principal component analysis is useful in accounting for the variation (spread) of each dimension in a multivariate space with the first linear combination of variables accounting for the largest

Table 4.11. The profession that has been renamed family and consumer sciences

The profession that has been renamed Family and Consumer Sciences	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Is an integrative field of study that focuses on the well-being of individuals, families, and consumers.	127	1	0.8	0	0	126	99.2
Should be a major player in shaping the environments which affect the functioning of family systems.	127	2	1.6	0	0	125	98.4
Advances the well being of individuals, families and consumers.	127	4	3.1	0	0	123	96.9
Has potential to grow through its interaction with other disciplines.	127	5	3.9	0	0	122	96.1
Emphasizes the reciprocal relationships of families and consumers with their environments.	127	5	3.9	0	0	122	96.1
Is a dynamic field.	126	10	7.9	0	0	116	92.1
Allows some graduates with additional education to merge into other professions such as family law and medicine.	123	18	14.6	0	0	105	85.4
Accurately represents a conceptual framework for looking at the breadth and scope of our profession.	126	20	15.9	0	0	106	84.1
Enhances the commonalties among the specializations.	123	21	17.1	0	0	102	82.9

Table 4.11. (continued)

The profession that has been renamed Family and Consumer Sciences	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Includes specializations beyond the traditional content areas of home economics.	127	23	18.1	0	0	104	81.9
Currently reflects the profession's participation in the formulation of social goals.	126	24	19.0	0	0	102	81.0
Encourages families to participate in the critique and formulation of social goals.	123	30	24.4	0	0	93	75.6

amount of variation in the sample; the second for the next largest amount of variance in a dimension independent of the first, and so on (SPSS Base 10.0 Applications Guide, 1999).

Varimax rotation is an orthogonal rotation method that produces factors that are not correlated with each other. In addition, varimax rotation method enhances the interpretability of the resulting factors by minimizing the number of variables that have high loadings on a factor (Norusis, 1993).

Examination of the Scree plot showed a possibility of 3 factors which explain 72% of the variability of the original 12 variables. Resulting extractions and rotations produced a final analysis that strongly identified these 3 factors. Broad themes emerging from the factors represented concepts that were used to label the factors. Factor one, scope of the profession, accounted for 24.9% of the total variance.

Table 4.12. Factor loadings of items on the profession that has been renamed family and consumer sciences.

Family and consumer sciences	Factor Loadings	Agree %
Scope of the profession	F1	Percent
Encourages families to participate in the critique and formulation of social goals.	0.860	75.6
Currently reflects the profession's participation in the formulation of social goals.	0.796	81.0
Enhances the commonalties among the specializations.	0.675	82.9
Accurately represents a conceptual framework for looking at the breadth and scope of our profession.	0.662	84.1
Dynamism	F2	
Has potential to grow through its interaction with other disciplines.	0.808	96.1
Is a dynamic field.	0.793	92.1
Is a major player in shaping the environments which affect the functioning of family systems.	0.793	98.4
Allows some graduates with additional education to merge into other professions such as family law and medicine.	0.651	85.4
Includes specializations beyond the traditional content areas of home economics.	0.523	81.9
Focus of the profession	F3	
Is an integrative field of study that focuses on the well-being of individuals, families, and consumers.	0.882	99.2
Advances the well being of individuals, families and consumers.	0.825	96.9
Emphasizes the reciprocal relationships of families and consumers with their environments.	0.779	96.1

Factor two, dynamism, accounted for another 24% and Factor three, focus of the profession, for 23.5% of the explained variance (see Table 4.13). Table 4.12 shows factor loadings of all the items in this section.

Table 4.13. Total variance explained

Extraction Sums of Squared Loadings				Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.159	51.325	51.325	2.985	24.874	24.874
2	1.362	11.347	62.672	2.875	23.957	48.831
3	1.158	9.653	72.325	2.819	23.495	72.325

Extraction Method: Principal Component Analysis.

Factor analysis of items on the profession of family and consumer sciences yielded three factors with high factor loadings on each variable (see Table 4.12). Factor one, scope of the profession, refers to the conceptual framework of the profession to include formulation of social goals and subject matter specializations. The majority of respondents agreed that the profession does this. The second factor, dynamism, refers to the vitality of the profession, its potential to grow and shape environments that affect families, consumers and individuals. Items under this factor scored highly among respondents suggesting that the profession is dynamic. The third factor, focus of the profession, shows that families, consumers and individuals and their reciprocal relationships are the central concern of the profession. Nearly all respondents agreed with the statements under this factor suggesting that the profession does focus on families, individuals and consumers.

Program changes that have occurred in Family and Consumer Sciences as a result of the name change as reported by family and consumer sciences teachers

The study identified program changes that have occurred as a result of the name change. Respondents were asked to indicate whether or not their FCS programs had undergone any changes, the type of changes that had occurred and how from their perspective, the public viewed these changes. Having identified these changes, respondents were asked to indicate how students referred to the FCS program in their schools. See Table 4.14.

The majority of respondents (88.5%) agreed that changes have occurred in their family and consumer sciences programs since 1993. This was the year that FCS professionals recommended the name change from home economics to family and consumer sciences. About 11% indicated that there have been no changes in their FCS programs.

On types of program changes, over 90% of respondents indicated revision of the curriculum in terms of content and teaching/learning materials (97.3%), expansion in methods of instruction to include issues identification, analysis, and problem solving (94.6%), and changes in course evaluation to include increased use of authentic assessment tools (92.8%) (see Table 4.14). Further, 97.3% of respondents indicated that they plan learning experiences that require learners to take more responsibility in the learning process.

Respondents were asked to indicate what they attributed the program changes to; only 22.3% indicated that these changes are attributed to the name change from home economics to family and consumer sciences. Seventy-six percent felt that they were not. Similarly, 66.1% felt that the program changes were a result of administrative reorganization.

Table 4.14. Program changes in FCS as a result of the name change

Program changes	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
Changes include revision of the curriculum in terms of content and teaching/learning materials.	112	3	2.7	0	0	109	97.3
I now plan learning experiences that require learners to take more responsibility in the learning process.	112	3	2.7	0	0	109	97.3
The program changes are a result of student needs.	112	2	1.8	1	0.8	109	97.3
The methods of instruction have expanded to include methods such as issues identification, analysis, and problem solving.	111	6	5.4	0	0	105	94.6
Changes in course evaluation now include increased use of authentic assessment tools.	111	8	7.2	0	0	103	92.8
Members of the public view the program changes positively.	108	9	8.3	0	0	99	91.7
Changes have been made in my family and consumer sciences program since 1993.	122	14	11.5	0	0	108	88.5
Students refer to the program by the specializations such foods and nutrition, adult living, child development, textiles and clothing .	128	20	15.6	0	0	108	84.4
Students refer to the program in my school as family and consumer sciences.	128	53	41.4	4	3.1	71	55.5

Table 4.14. (continued)

Program changes	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
The name change of the profession had no impact on my program.	124	69	55.6	0	0	55	44.4
Students refer to the program in my school as home economics.	127	71	55.9	2	1.6	54	42.5
My FCS program has been threatened with budget cuts in the past five years.	127	73	57.5	1	0.8	53	41.7
The program changes are a result of administrative reorganization.	112	74	66.1	1	0.8	37	33.0
Members of the public are not aware of these changes in the program.	111	73	65.8	2	1.8	36	32.4
The program changes are attributed to the name change from home economics to family and consumer sciences.	112	86	76.8	1	0.8	25	22.3
The program changes are a result of my own initiative.	112	104	92.9	0	0	8	7.1
My FCS program has been threatened with closure in the past five years.	127	116	91.3	0	0	11	8.7

The majority agreed that the changes are a result of student needs (97.3%) and needs of the job market and the community (89.3%). Asked to indicate whether the changes were a result of their own initiative, 92.9% of the teachers who responded indicated that they were not a result of their own initiative and only 7.1% responded in the affirmative.

Respondents were asked to indicate from their own perception whether members of the public were aware of these program changes and how they viewed them. The majority (65.8%) indicated that the public was aware of these changes and over 91% indicated that they viewed these changes positively. However, about 32% of the teachers who responded indicated that the public was not aware of the program changes.

With the challenges that FCS was facing as discussed in the literature review, respondents were asked whether their programs had been threatened with budget cuts or closure in the past five years. Only 8.7% agreed that their programs had been threatened with closure while 41.7% stated that their programs had been threatened with budget cuts in the past five years. The majority of the respondents indicated no budget cuts or closure threats.

The name change has been in effect for nearly eight years in the state of Iowa. Respondents were asked to indicate how students referred to the program in their schools. About 55% indicated that students refer to the program in their schools as family and consumer sciences. Eighty-four percent indicated that students refer to the program by their specializations such as foods and nutrition, adult living, child development, textiles and clothing among others. About 43% indicated that students still refer to the program as home economics.

Respondents were asked whether they agreed or disagreed with the statement that the name change of the profession had no impact on their programs. About 56% disagreed with the statement suggesting that the name change had an impact on their program while 44.4% indicated that it did not.

In summary, respondents indicated that changes have occurred in FCS programs in the past 5-6 years in the areas related to curriculum, methods of instruction and course evaluation and assessment. The changes are as a result of students' needs as well as the needs of the job market and the community. Members of the public are aware of these changes and view them positively. The majority of the respondents indicated that their programs have not been threatened with budget cuts or closure and students in most of the FCS programs still refer to them by the names of the subject matter specializations. More respondents felt that the name change from home economics to family and consumer sciences had an impact on their programs but 44% of the respondents indicated that it did not.

Ways that FCS teachers have enhanced the new image of the profession.

Respondents were asked to indicate ways in which they are involved in promoting the image of the profession. Table 4.15 shows the results. Most of the respondents (85.9%) were involved in promoting the image of the profession through verbal interactions with members of the public (see Table 4.15). Eleven (8.6%) indicated that they were willing to be involved and 7 (5.5%) were not involved. Eighty-three (64.8%) indicated that they were involved in promoting the image of the profession through community organizations and 23.4% were willing to be involved. Only 28.6% of the respondents enhanced the image of the profession through writings and publications. Those not involved were 47.6% and 23.8% were willing to be involved in this method of promoting the image of the profession. as family and consumer scientists, in their work as FCS professionals, through interactions with their students and co-workers.

Table 4.15. Ways of enhancing the image of FCS

Ways of enhancing the image of FCS	N	Not Involved		Willing		Involved	
	N	f	%	f	%	f	%
Interactions with my learners.	128	1	0.8	1	0.8	126	98.5
Interactions with co-workers.	128	0	0	5	3.9	123	96.1
My life style as a family and consumer scientist.	128	2	1.6	5	3.9	121	94.5
My work as an FCS professional.	128	4	3.1	7	5.5	117	91.4
Verbal interactions with members of the public.	128	7	5.5	11	8.6	110	85.9
Involvement in community organizations.	128	15	11.7	30	23.4	83	64.8
My writings and publications.	126	60	47.6	30	23.8	36	28.6

Over 90% of respondents indicated that they enhanced the image of the profession through their lifestyles.

When asked how they thought the image of the profession should be promoted, the teachers indicated the following results as shown in Table 4.16. All the respondents agreed that collective effort between individuals, institutions and professional organizations should be used in promoting the image of the profession.

Respondents were further asked to respond to statements related to marketing the image of FCS (see Table 4.17).

Table 4.16. The image of the profession should be promoted through the following efforts

	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
A national campaign.	127	19	15.0	0	0	108	85.0
Each FCS professional.	127	5	3.9	0	0	122	96.1
Professional organizations.	127	6	4.7	0	0	121	95.3
Collective effort between individuals, institutions and professional organizations.	127	0	0	0	0	127	100.0

Respondents were asked to indicate if they were willing to do more in promoting the image of the profession than they are currently doing, 75.6% were willing to be involved. A small percentage (15%) indicated that they have not been involved in promoting the image of FCS but the majority (85%) indicated that they have been involved in this process. Twenty-nine (23%) indicated that the high quality of FCS programs should make additional marketing unnecessary however; the majority of the respondents (77%) felt that additional marketing of FCS programs was necessary. On the current image of FCS, 57.7% stated that they liked the current image of FCS while 38.2% did not like the current image of FCS. Five (4.1%) of the respondents were neutral on the issue.

In summary, the majority of the respondents are willing to do more in promoting the image of the profession than they are currently doing. They agreed that additional marketing is necessary for FCS programs and they like the current image of FCS.

Table 4.17. Please respond to each of the following statements

	N	Disagree		Neutral		Agree	
	N	f	%	f	%	f	%
I am willing to do more in promoting the image of FCS than I am currently doing.	127	29	22.8	2	1.6	96	75.6
I have not been involved in promoting the image of FCS.	127	108	85.0	0	0	19	15.0
The high quality of FCS programs should be able to make additional marketing unnecessary.	126	97	77.0	0	0	29	23.0
I like the current image of FCS.	123	47	38.2	5	4.1	71	57.7

Analysis of relationship of attitudes and perceptions to demographic variables

The analysis begins by correlating attitudes and perceptions with the demographic variables. These are age of respondents, educational background, professional work setting, number of years of service in the profession of FCS, and membership in professional associations. Variables representing attitudes and perceptions include the factors generated by the several factor analyses – scope and identity, focus, curriculum, visibility and outreach, marketing, image, interaction, and dynamism (Tables 4.4, 4.7 and 4.12). Individual items on what name a respondent preferred for the profession were also included. (see Table 4.18). A key for interpreting the information follows.

Key for interpreting the information in Table 4.18

SCOPE: Scope and identity

FOCUS: Focus

VISIBLE: Visibility and outreach

MARKET: Marketing the profession

INTERACT: Interaction

SCOPROF: Scope of the profession

DYNAMIC: Dynamism

IMAGE: Image of the profession

FOCUSPRO: Focus of the profession

CURR: Curriculum

EDUCATION: Educational background

AGE: Age of respondents

WORKSETTING: Professional work setting

NORG: Professional organization

YRSERVICE: No. of years of service in FCS

FSCHOICE: The name family and consumer sciences

ATTINAME: Positive attitude toward the name family and consumers sciences

****Correlation is significant at the 0.01 level (2-tailed).**

***Correlation is significant at the 0.05 level (2-tailed).**

Table 4.18. Relationship of attitudes and perceptions to demographic variables

Variable																		
SCOPE	1.000																	
FOCUS	0.739** 0.000	1.000																
CURR	0.512** 0.000	0.476** 0.000	1.000															
VISIBLE	0.571** 0.000	0.595** 0.000	0.552** 0.000	1.000														
MARKET	0.691** 0.000	0.681** 0.000	0.388** 0.000	0.625** 0.000	1.000													
IMAGE	0.588** 0.000	0.558** 0.000	0.252** 0.000	0.422** 0.000	0.669** 0.000	1.000												
INTERACT	0.579** 0.000	0.569** 0.000	0.613** 0.000	0.711** 0.000	0.675** 0.000	0.516** 0.000	1.000											
SCOPIPROF	0.303** 0.001	0.373** 0.000	0.334** 0.000	0.237* 0.14	0.368** 0.000	0.423** 0.000	0.430** 0.000	1.000										
DYNAMIC	0.298** 0.001	0.272** 0.003	0.202* 0.028	0.306** 0.001	0.341** 0.000	0.336** 0.000	0.327** 0.000	0.596** 0.000	1.000									
FOCUSPRO	0.263** 0.001	0.277** 0.002	0.188* 0.038	0.178 0.062	0.344** 0.000	0.373** 0.000	0.291** 0.001	0.579** 0.000	0.621** 0.000	1.000								
AGE	0.079 0.418	0.119 0.223	0.104 0.284	-0.007 0.946	0.098 0.317	-0.070 0.469	0.041 0.677	-0.025 0.802	-0.080 0.411	-0.058 0.546	1.000							
EDUCATION	0.074 0.447	0.171 0.076	0.044 0.648	0.119 0.234	0.139 0.162	0.025 0.798	0.061 0.534	0.022 0.821	0.124 0.196	0.108 0.254	0.086 0.367	1.000						
WORK SETTING	0.035 0.722	0.154 0.113	0.186 0.050	0.144 0.149	0.070 0.473	0.109 0.258	0.082 0.400	0.040 0.679	0.049 0.613	0.090 0.338	-0.026 0.781	-0.030 0.752	1.000					
YRSERVICE	0.098 0.321	0.150 0.127	0.031 0.748	-0.013 0.902	0.083 0.399	0.071 0.470	0.023 0.818	-0.023 0.817	-0.031 0.755	0.020 0.835	0.466** 0.000	0.296** 0.002	0.073 0.445	1.000				
NORG	0.113 0.217	0.105 0.254	0.144 0.111	0.138 0.149	0.230* 0.012	0.158 0.084	0.194* 0.034	0.350 0.000	0.358** 0.000	0.305** 0.000	0.019 0.842	0.233* 0.012	-0.013 0.893	0.244** 0.009	1.000			
FSCHOICE	0.215* 0.018	0.150 0.103	0.107 0.237	0.160 0.094	0.247** 0.007	0.291** 0.001	0.199* 0.030	0.309** 0.001	0.227* 0.012	0.182* 0.040	0.028 0.770	0.140 0.135	-0.094 0.320	0.168 0.077	0.223* 0.011	1.000		
ATTNAME	0.714** 0.000	0.670** 0.000	0.513** 0.000	0.590** 0.000	0.747** 0.000	0.658** 0.000	0.627** 0.000	0.321** 0.000	0.365** 0.000	0.304** 0.001	0.049 0.617	0.149 0.121	0.124 0.197	0.124 0.204	0.214* 0.019	0.317** 0.000		

Relationships between factors on attitudes and perceptions

Factor analysis of the name change from family and consumer sciences yielded four factors. These are scope and identity (SCOPE), focus (FOCUS), curriculum (CURR) and visibility and outreach (VISIBLE). Scope and identity refer to the boundaries and uniqueness of the field of FCS. Focus relates to what the profession concentrates on, which in this case include families, individuals and consumers. Curriculum refers to all activities involved in teaching and learning while visibility and outreach refers to how noticeable FCS programs have become and are reaching out to the public. These factors were correlated (see table 4.18). Results showed positive significant relationships among the factors. For example scope and identity were positively related to focus ($r=0.739$, $p=0.000$), curriculum ($r=0.512$, $p=0.000$) and visibility and outreach ($r=0.571$, $p=0.000$). Therefore, these four factors relate to each other positively which speaks well for the name change.

The next set of variables deal with the name family and consumer sciences. Factor analysis on these variables yielded three factors. These are marketing (MARKET), image (IMAGE) and interaction (INTERACT). Marketing in this case relates to the efforts respondents were making to advertise the profession through the name change. Image relates to the representation or appearance the name family and consumer sciences gives to the field. Interaction relates to the relationships the name family and consumer sciences facilitates among professionals as well as other members of the public. These variables were correlated (see table 4.18). The correlations showed strong significant positive relationships among the variables ranging from $r=0.516$, $p=0.000$ to $r=0.675$, $p=0.000$. This suggests that the name family and consumer sciences relates well with the marketing and image of the profession as

well as in facilitating professional interactions. Marketing, image and interaction influence each other positively which bears well for the name of the profession.

Factors on the profession of family and consumer sciences were correlated. These are scope of the profession (SCOPROF), dynamism (DYNAMIC) and focus of the profession (FOCUSPRO). These factors have been defined on page 71. Results showed significant positive relationships among the three factors that ranged from $r=0.579$, $p=0.000$ to $r=0.621$, $p=0.000$ (see table 4.18). This suggests that the scope of the profession, its focus and dynamic nature influence each other positively which speaks well for the profession.

Results also showed positive significant correlations between the three sections, i.e. focus, visibility and outreach, scope and identity and curriculum; marketing, image and interaction; and scope of the profession, dynamism and focus of the profession (see table 4.18).

Age

When age of the respondents was correlated with factors on attitude and perception, results indicated no significant relationship with any of the ten factors (see table 4.18). This suggests that the age of the respondent had no significant influence on his/her attitude toward the name change from home economics to family and consumer sciences. As expected, a fairly strong positive relationship exists between age and number of years of service in the profession of FCS ($r=0.47$; $p=0.000$). This meant that the older the respondent is the more years he/she has worked in the profession.

Educational background

Results showed that there was a significant positive relationship between educational background and number of years of service in the profession of FCS ($r=0.3$; $p=.002$) as well as with membership in a professional association ($r=0.233$; $p=0.012$). Therefore the higher the educational level of the respondent the more years he/she had worked in the profession of FCS and the more likely that he/she would be a member of a professional association. Results showed no significant relationship between educational background and attitude or perceptions.

Professional work setting

Professional work setting had no significant relationship with any of the variables in the correlation matrix (see table 4.18). This suggests that the work setting had no influence on how respondents felt about the name change.

Number of years of service in the profession of FCS

Apart from the significant positive correlations with age and educational background as discussed above, this variable was also positively correlated with membership in professional associations ($r=0.244$, $p=0.009$). This suggests that the more the years of service in the profession the more likely the chance that the respondent was a member of a professional association.

Membership in professional associations

Membership in professional associations (NORG) was positively correlated with marketing ($r=0.230$, $p=0.012$), interaction ($r=0.194$, $p=0.034$), scope of the profession ($r=0.350$, $p=0.000$), dynamism ($r=0.358$, $p=0.000$), focus of the profession ($r=0.305$, $p=0.000$), FSCHOICE (respondents who preferred family and consumer sciences as the name of the profession) $r=0.223$, $p=0.011$, and ATTINAME (Q47- my attitude toward the new name has become more positive in the past 5 years) $R=0.214$, $P=0.019$. A lot of marketing and interaction occurs in professional associations and hence the positive relationship with the factors marketing and interaction. Likewise members would discuss issues about the profession to include scope, focus and its dynamism. Therefore membership in a professional association positively influenced attitude and perceptions. Similarly, respondents who belonged to a professional association seemed to prefer family and consumer sciences as the name of the profession. Their attitude toward the new name of the profession was likely to have become more positive in the past 5 years.

The majority of the respondents (86.4%) stated that they preferred the name family and consumer sciences for the profession (FSCHOICE). This was correlated with factors on attitudes and perceptions (see Table 4.18). Results showed positive significant relationships with attitudes and perceptions (scope, marketing, image, interaction, scope of the profession, dynamism and focus of the profession. Correlation values ranged from $r=0.182$, $p=0.040$ to $r=0.309$, $p=0.001$). This suggests that respondents who preferred the name family and consumer sciences for the profession tended to have more positive attitudes and perceptions toward the name change. FSCHOICE was positively correlated with ATTINAME $r=0.317$,

$p=0.000$. This suggests that respondents who preferred the name family and consumer sciences for the profession were more likely to indicate positive attitude changes toward the name in the past five years.

ATTINAME (Q47) showed significant positive relationships with all the factors on attitudes and perceptions with correlation values ranging from $r=0.304$, $p=0.001$ to $r=0.714$, $p=0.000$ (see table 4.18). This is expected because ATTINAME refers to positive attitude change toward the name change.

Summary of the findings

Findings on professional characteristics showed that the majority of the teachers (66.1%) hold Bachelor of Arts or Bachelor of Science degrees and most of them (53.2%) majored in family and consumer sciences education. Many of them attended Iowa State University (35.8%) and the rest of the respondents attended other neighboring institutions. The majority of the teachers (82.6%) teach at the senior high school level with some combining senior high school with junior high or middle school. Over 69% of FCS teachers in the State of Iowa have been working in the profession for more than 16 years. Nearly 47% (60) of the respondents belong to either one or more of the six professional associations identified in the survey. Fifty three percent (69) of the respondents did not belong to any professional association. Family and Consumer Sciences Educators for Progress had the most members (31%) followed by the American Association of Family and Consumer Sciences (26.4%). None of the respondents indicated membership in the International Federation for Home Economics.

Attitude

One of the study objectives was to examine FCS teachers' attitudes toward the name change from home economics to family and consumer sciences. To achieve this objective, respondents were asked to indicate whether they agreed or disagreed with statements related to the name change, the name family and consumer sciences and the profession. The majority of respondents agreed that the name change was a necessary step toward achieving unity and identity in the profession as well as in eliminating old stereotypes about the profession. On the focus of the profession, they agreed that the name change brought families, consumers and individuals into focus. (see Table 4.3 and the follow up report on page 40).

On student enrollment the majority of the respondents indicated that the name change did not increase student enrollment (both male and female students). They indicated, however, that it led to course restructuring in terms of content and instructional methodology but not in methods of assessment. It has improved visibility of FCS programs as research and teaching have become identified with it; however, it has not strengthened extension programming at the county level.

Results also showed an overall positive attitude toward the name family and consumer sciences. The majority of the respondents agreed that this name best describes what is central in the profession and will serve the profession well into the future. However, they indicated that the name did not attract students and faculty nor provide them with a better understanding of the scope and breadth of the field. They also indicated that it has not positively influenced professional interaction with people outside the profession. They agree that it has positively influenced the way they interact with fellow professionals.

On beliefs about the name change from home economics to family and consumer sciences, the majority of the respondents indicated that the process did not deny the history of the profession. They also indicated that their attitude toward the name family and consumer sciences had become more positive since the name change. Respondents also indicated that they believe that retaining the names of specializations within the profession enhances visibility for graduates in the current job market, which suggests that FCS graduates are better off referring to themselves by the name of their specializations and not by the name of the profession.

Overall results show that respondents have a positive attitude toward the name change from home economics to family and consumer sciences. Areas that scored highly among respondents were scope and focus of the profession, its dynamism, marketing, and the image (see Table 4.7 and 4.12). This suggests that the impact of the name change from home economics to family and consumers sciences has been positive in these areas. Curriculum, interaction, visibility and outreach tended to score low among the respondents (see Table 4.4 and 4.7). This suggests that these areas need more work to achieve a more positive impact.

Perceptions

To examine how FCS teachers perceived the name and the profession of family and consumer sciences they were asked to indicate whether they agreed or disagreed with statements related to these areas. The majority of the respondents (77%) agreed that the concepts 'family' and 'consumer' in the name family and consumer sciences are easily

understood and are appropriate for the new name of the field. This also infers that they were positively inclined toward the new name.

A summary of the responses on the profession that has been renamed family and consumer sciences show that the majority of the respondents (over 75%) agreed that it is an integrative field of study focusing on the well-being of individuals, families, and consumers and the reciprocal relationships with their environments. The respondents agreed that family and consumer sciences accurately represents a conceptual framework for looking at the breadth and scope of the profession, it is dynamic and allows graduates who wish to, with additional education, to merge into other professions such as family law and medicine (see Table 4.11).

Program changes

Respondents were requested to indicate whether or not changes had occurred in their FCS programs as a result of the name change. The majority of respondents (90%) indicated that changes in their FCS programs included revision of the curriculum in terms of content and teaching/learning materials, expansion in methods of instruction and issues identification, analysis, and problem solving, and changes in course evaluations to include increased use of authentic assessment tools. However, they attributed these changes to students needs and needs of the job market and the community. Only 22.3% indicated that the changes were as a result of the name change and 33% indicated that the changes were due to administrative reorganization. Respondents stated that the public viewed these changes positively and when asked to indicate whether their programs had been threatened with

closure or budget cuts, the majority (over 50%) indicated that they had not. Results also showed that students in most FCS programs refer to the programs by the names of the subject matter specializations. Overall most respondents indicated that the name change had an impact on their FCS programs.

Image of the profession

The majority of respondents indicated that verbal interactions with members of the public, involvement in community organizations and interaction with students and co-workers were some of the ways through which they promoted the image of the profession. About 28.6% of the respondents enhanced the image of the profession through writings and publications. All respondents agreed that the image of the profession should be promoted through collective efforts between individuals, institutions and professional organizations. Overall, the majority of the respondents are willing to do more in promoting the image of the profession than they are currently doing. They agree that additional marketing is necessary for FCS programs and they like the current image of family and consumer sciences.

Relationship of attitudes and perceptions to demographic variables

Age of respondents, educational background and number of years of service in the profession of FCS had no significant relationships with attitudes and perceptions. Therefore, how old a respondent is or his/her level of education or number of years in the profession did not influence attitude or perceptions toward the name change. On educational background, results indicated that the higher the educational level of the respondent the more years he/she

had worked in the profession of FCS and the more likely that he/she would be a member of a professional association. Membership in professional associations was positively correlated with attitude and perception and, therefore, being a member of a professional association positively influenced attitudes and perceptions. Finally, respondents who preferred the name family and consumer sciences for the profession correlated positively with attitudes and perceptions.

CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to examine FCS teachers' attitudes and perceptions of the impact of the name change on their profession. The study explored this impact on the attitudes and perceptions of FCS teachers, the program changes as a result of the name change and the ways FCS teachers are promoting the image of the profession. The study also analyzed relationships between demographic variables with attitudes and perceptions.

The recommendation to change the name of the profession from home economics to family and consumer sciences occurred as an effort to position the profession for the 21st century. The objective was to bring unity and identity to the profession by identifying a name that best communicates its breadth and scope and best describes what is central to the profession. The literature review showed that many were dissatisfied with the name home economics because of the persistent belief that it was mainly a sewing and cooking profession. This study shows that the name change was a necessary step toward achieving unity and identity in the profession. The fact that FCS professionals decided to work together to identify one common name for the field is unity in itself. Further the consensus that they were able to achieve regarding the name bodes well for the future. The findings of the study showed that the majority of the respondents had a positive attitude toward the name change, which is a positive step toward achieving the unity and identity that the profession seeks. Thus the name change from home economics to family and consumer sciences has been a positive step in the state of Iowa.

The effectiveness of new program reforms/changes, curriculum and services is integrally related to changes in attitudes and perceptions of the general public, professionals, students and their families. These cannot be fully implemented without increased receptivity toward them despite the assumption that full acceptance in schools as well as professionally will alter the traditional views toward family and consumer sciences.

This study's findings show that the name change strategy did not increase student enrollment into FCS programs. Even though the strategy has been shown to work for business organizations, it does not in general work for schools. This may be because the stakeholder groups for business organizations may be motivated by different concerns than those for schools. Koku (1997) in his study 'What is in a name change? The impact of strategic name change on student enrollment in colleges and universities' also realized similar results. He states that though some schools are able to significantly increase their enrollments using this strategy, nothing happened for many other schools, and in a few cases the strategy actually seems to hurt their enrollment. He states that the different levels of support that the strategy enjoys while being implemented in different schools could be a contributory factor to the disparate effects.

The majority of respondents in this study were over 49 years old. This has great implications for the teacher shortage problem currently being experienced in the state. The fact that the majority of the respondents indicated that they were willing to do more to promote the image of the profession either through their personal efforts, institutions or professional associations. This willingness should be utilized, especially by the professional

organizations, since they have the resources and infrastructure to mobilize the members. The teachers can also be encouraged to attract and recruit new teachers for the profession.

Results of the study show that under the new name the image of the profession is slowly but surely gaining a high level of respect in the public view. One respondent explained in writing that while working under the title of home economics, she was often dismissed as not having something of importance to contribute. She said conversations often turned to cooking and sewing. However, under the title of family and consumer sciences, colleagues outside the profession often inquired about family and consumer sciences, seeking an understanding of what it entails. Idle curiosity often leads to serious discussions about the profession and the 'amused' expressions, when they hear that it is the former home economics, often turn to respect and admiration as they come to understand what family and consumer sciences is. Several other respondents voiced similar sentiments in their comments. One respondent during a phone interview stated that the ability of our graduates to articulate the value of their education in family and consumer sciences prepares them as professionals to effectively pursue their area(s) of specialization with a focus on family and the consumer. She said that this is being recognized by employers.

Recommendations

A quantitative approach was used for this study to provide general information about the variables and the relationships among them. For more insight, an interpretive design based on the instrument used in this study could be used. Psathas (1990) explains that this

provides a deeper understanding of the context and setting by describing the respondents lived experienced of the phenomenon.

Family and consumer sciences is just one of the many names of the profession and was the focus for this study. Different studies addressing other names of the profession like human ecology, human sciences or life skills could be carried out for purposes of comparison.

The impact of the name change on FCS education as related to recruitment and retention of students is worthy of more investigation. Using both qualitative and quantitative methods, possible relationships may be identified between the name of an education unit and the variables such as enrollment, graduates, funding, and overall program prestige perceived by potential students, administrators, parents and employers. Lei (1999), in her study on master's degree education in family and consumer sciences education, found that the lack of a unified identity in FCS was reflected in the diverse names of FCS units especially at the graduate level. A study of this type would provide useful information for dealing with related problems.

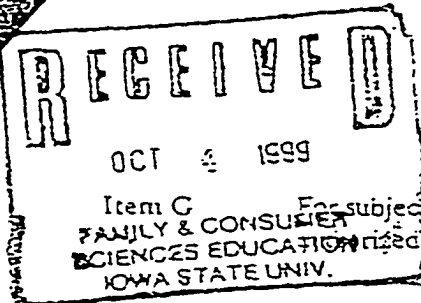
The low membership in professional associations is a concern. Professionals should take the initiative to join professional associations for purposes of networking and professional growth. The associations should also strengthen their recruitment efforts. The fact that results showed that respondents who belonged to one or more professional associations tended to have a positive attitude toward the name change should be used by professional associations to improve their recruitment efforts. Similarly, teacher education

programs and state leadership should do more to attract teachers and encourage them to join professional associations.

A national study of FCS teachers and other professionals employed in FCS positions other than teaching should be carried out to assess the impact of the name change nationally. These positions include fields such as food science and human nutrition, food service, human development and family studies and textiles and clothing.

In 1997 the Home Economics Association of Africa (HEAA) completed a process of reconceptualizing the profession on the continent. Africa voted to retain home economics as the name of the profession. In the United States however, home economics professionals in 1993 voted to change the name of the profession to family and consumer sciences. Though the implications of this decision to the field is beyond the scope of this study, if carried out, such a study would provide useful comparative information to the profession.

APPENDIX A. HUMAN SUBJECTS APPROVAL



Item C For subjects under the age of 14, indicate how informed consent will be obtained from parents or legally authorized representatives as well as from subjects.

Items H-I Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

Last name of Principal Investigator MUNYA

Checklist for Attachments and Time Schedule

The following are attached (please check):

12. ☒ Letter or written statement to subjects indicating clearly:
- a) the purpose of the research
 - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see item 17)
 - c) an estimate of time needed for participation in the research
 - d) if applicable, the location of the research activity
 - e) how you will ensure confidentiality
 - f) in a longitudinal study, when and how you will contact subjects later
 - g) that participation is voluntary; nonparticipation will not affect evaluations of the subject
13. ☐ Signed consent form (if applicable)
14. ☐ Letter of approval for research from cooperating organizations or institutions (if applicable)
15. ☒ Data-gathering instruments

16. Anticipated dates for contact with subjects:

First contact

Last contact

November 1, 1999

January 31, 2000

Month/Day/Year

Month/Day/Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

N/A

Month/Day/Year

18. Signature of Departmental Executive Officer

Date

Department or Administrative Unit

J. Brun for CM

9/22/99

FCS Ed & Studies

19. Decision of the University Human Subjects Review Committee:

☒ Project approved

☐ Project not approved

☐ No action required

Name of Human Subjects in Research Committee Chair

Date

Signature of Committee Chair

Patricia M. Keith

9/30/99

PM Keith

APPENDIX B. COVER LETTER FOR THE PILOT INSTRUMENT

October 25, 1999

Dear Sir/ Madam,

A name conveys among other elements- identity, impression, meaning, reputation and even strength. It influences the way we perceive and understand ourselves, and the way others perceive and understand us. Family and consumer sciences was the name given to home economics in 1993, at the AHEA meeting in Scottsdale Arizona. Over five years have passed since the name change of the profession. It is of great interest to the professionals to assess its impact on their profession as well as themselves.

You were randomly selected from a list provided by the Iowa Department of Education to help determine the impact of the name change on the Family and Consumer Sciences teachers and their profession. This is a pilot study. Please take some time to complete this instrument recording the time it took you to complete. Identify words that are confusing and concepts not easily understood. We would also appreciate your critique of the questionnaire very much. The survey should take approximately 30 minutes to complete. The code on the survey is for tracking purposes only. Your name will be removed as soon as the envelope with your completed survey is returned. All information will be confidential and all responses will remain anonymous.

We value and appreciate your time and cooperation in completing and returning the survey by **November 16, 1999**. Your input to make this a valid representation of FCS teachers and FCS teacher educators views is critical to the success of this project. If you have any questions related to the survey procedures or items, we would be more than happy to respond at (515) 294 1172. Thank you.

Sincerely,

Stella C. Munya, B.ED., M.ED.
Graduate student
Department of Family and Consumer
Sciences Education and Studies
Iowa State University

Sally Williams, Ph.D.
Professor Emeritus
Dept. of Family and Consumer
Sciences Education & Studies
Iowa State University

APPENDIX C. COVER LETTER FOR THE SURVEY INSTRUMENT

February 26, 2000

Dear FCS Teacher:

A name conveys among other elements the ideas of identity, impression, meaning, reputation and even strength. It influences the way we perceive and understand ourselves, and the way others perceive and understand us. Over five years have passed since the name change of the profession. As researchers, we are interested in assessing the impact on the profession and professionals following this name change.

You were randomly selected from a list provided by the Iowa Department of Education to help determine the impact of the name change on Family and Consumer Sciences teachers and the profession. The responses you provide will help in increasing public knowledge of FCS and its value to society. The information will also shed light on the current image of the profession as viewed by professionals in the field as well as show changes that have occurred in FCS programs as a result of the name change.

The survey should take approximately 30 minutes to complete. The code on the survey is for tracking purposes only. Your name will be removed as soon as the envelope with your completed survey is returned. All information will be confidential and all responses will remain anonymous. Data will be summarized as group data when published.

We value and appreciate your time and cooperation in completing and returning the survey by **March 20, 2000**. Your input in making this a valid representation of FCS teachers views is critical to the success of this project. If you have any questions related to the survey procedures or items, we would be more than happy to respond at (515) 294 1172. Thank you.

Sincerely,

Stella C. Munya, B.ED., M.ED.
Graduate student
Department of Family and Consumer
Sciences Education and Studies
Iowa State University

Sally K. Williams, Ph.D., C.F.C.S.
Professor Emeritus
Dept. of Family and Consumer
Sciences Education & Studies
Iowa State University

APPENDIX D. SURVEY INSTRUMENT

Family and Consumer Sciences teachers' attitudes and perceptions of the impact of the name change on FCS Education in Iowa

This questionnaire has 4 parts : A, B, C and Background Information. Please respond to all the questions as best as you can according to the directions given.

Part A: Attitudes and perceptions of family and consumer sciences teachers toward the name change and the profession of FCS.

Directions:

The following are attitude and perception statements. Using the scale below please indicate by circling the appropriate number in the columns to the right of the statement the degree to which you agree or disagree with the statement.

Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1	2	3	4

The name change from home economics to family and consumer sciences	SD	D	A	SA
1. Eliminated old stereotypes about the profession.	1	2	3	4
2. Was a necessary step toward achieving unity and identity in the profession.	1	2	3	4
3. Suggested that the profession goes beyond the home.	1	2	3	4
4. Communicates the breadth and scope of the profession.	1	2	3	4
5. Resulted in greater unity of purpose in the profession.	1	2	3	4
6. Identified the professional knowledge base more clearly.	1	2	3	4
7. Enhanced identification both within and across universities	1	2	3	4
8. Brought families into focus.	1	2	3	4
9. Brought individuals into focus.	1	2	3	4
10. Brought consumers into focus.	1	2	3	4
11. Led to increased student enrollment in FCS programs.	1	2	3	4
12. Led to course restructuring in content and instructional methodology in the FCS program.	1	2	3	4
13. Led to changes in methods of assessment within the FCS program.	1	2	3	4
14. Led to increased male enrollment in FCS programs.	1	2	3	4
15. Strengthened extension programming at the county level.	1	2	3	4
16. Brought recognition to the field as research and teaching have become identified with it.	1	2	3	4
17. Improved visibility of FCS programs	1	2	3	4
18. Resulted in loss of identity in the profession.	1	2	3	4

The name family and consumer sciences	SD	D	A	SA
19. Attracted students and faculty who will enhance the goals of the profession.	1	2	3	4
20. Best describes what is central to this profession.	1	2	3	4
21. Will serve the profession well in the future.	1	2	3	4
22. Does not address the fundamental/real issues affecting the profession.	1	2	3	4
23. Has provided me with a better understanding of the scope and breadth of the field.	1	2	3	4
24. Is redundant.	1	2	3	4
25. Is not futuristic.	1	2	3	4
26. Narrows the focus of the field.	1	2	3	4
27. Has positively influenced the way other people outside the profession interact with me.	1	2	3	4
28. Has positively influenced the way I interact with people outside the profession.	1	2	3	4
29. Has positively influenced the way I interact with fellow professionals and colleagues.	1	2	3	4
30. Has given me the opportunity to reaffirm the mission of the profession.	1	2	3	4
31. Has provided me with an opportunity to communicate the field's professional services to others.	1	2	3	4
32. Has given me more opportunities to talk positively about the profession to others.	1	2	3	4
33. Focuses on the economic role of the individual in society.	1	2	3	4
34. Does not communicate the field's interest in individuals as family members, employees and citizens.	1	2	3	4
35. Does not acknowledge the integrative nature of the field.	1	2	3	4

The concepts 'family' and 'consumer' in the name family and consumer sciences

36. Are easily understood.	1	2	3	4
37. Are appropriate for the new name of the field.	1	2	3	4
38. Identified a focus for the field.	1	2	3	4
39. Represent the integrative nature of the field.	1	2	3	4
40. Hold a high level of respect in the public view.	1	2	3	4

I believe that

41. Redefining the field under a different name was fruitless.	1	2	3	4
42. Renaming the profession denied its history.	1	2	3	4
43. Using names of the specializations such as food and nutrition, textiles and clothing, family studies, etc., would be less confusing for the field.	1	2	3	4
44. Retaining names of the specializations within the profession enhances visibility for graduates in the current job market.	1	2	3	4
45. The public has a clear understanding of home economics and not family and consumer sciences.	1	2	3	4
46. The full scope of the entity of an academic program, a profession, or an organization cannot be conveyed through the name alone and, therefore, changing the name was unnecessary.	1	2	3	4
47. My attitude toward the new name has become more positive in the last five years.	1	2	3	4
48. My attitude toward the new name has become more negative in the last five years.	1	2	3	4

The profession that has been renamed family and consumer sciences

49. Is an integrative field of study that focuses on the well-being of individuals, families, and consumers.	1	2	3	4
50. Emphasizes the reciprocal relationships of families and consumers with their environments.	1	2	3	4
51. Advances the well being of individuals, families and consumers.	1	2	3	4
52. Accurately represents a conceptual framework for looking at the breadth and scope of our profession.	1	2	3	4
53. Currently reflects the profession's participation in the formulation of social goals.	1	2	3	4
54. Encourages families to participate in the critique and formulation of social goals.	1	2	3	4
55. Is a dynamic field.	1	2	3	4
56. Has potential to grow through its interaction with other disciplines.	1	2	3	4
57. Should be a major player in shaping the environments which affect the functioning of family systems.	1	2	3	4

58. Enhances the commonalties among the specializations.	1	2	3	4
59. Includes specializations beyond the traditional content areas of home economics.	1	2	3	4
60. Allows some graduates with additional education to merge into other professions such as family law and medicine.	1	2	3	4

Part B: Program changes that have occurred in family and consumer sciences as a result of the name change as reported by family and consumer sciences teachers.

Directions:

The following statements refer to family and consumer sciences/ or related programs. Using the scale below please indicate by circling the appropriate number in the column to the right of the statement the degree to which you agree or disagree with the statement. Please add any additional comments.

Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	
1	2	3	4	
	SD	D	A	SA
61. Changes have been made in my family and consumer sciences program since 1993.	1	2	3	4
If you DISAGREE or STRONGLY DISAGREE skip to NO. 73				
62. Changes include revision of the curriculum in terms of content and teaching/learning materials	1	2	3	4
63. The methods of instruction have expanded to include methods such as issues identification, analysis, and problem solving.	1	2	3	4
64. Changes in course evaluation now include increased use of authentic assessment tools.	1	2	3	4
65. I now plan learning experiences that require learners to take more responsibility in the learning process.	1	2	3	4
66. The program changes are attributed to the name change from home economics to family and consumer sciences.	1	2	3	4
67. The program changes are a result of administrative reorganization.	1	2	3	4
68. The program changes are a result of student needs.	1	2	3	4
69. The program changes are a result of the needs of the job market and the community.	1	2	3	4
70. The program changes are a result of my own initiative.	1	2	3	4
71. Members of the public view the changes these program changes positively.	1	2	3	4
72. Members of the public are not aware of these changes in the program.	1	2	3	4
73. My FCS program has been threatened with budget cuts in the past five years.	1	2	3	4

74. My FCS program has been threatened with closure in the past five years.	1	2	3	4
75. Students refer to the program in my school as family and consumer sciences	1	2	3	4
76. Students refer to the program by the specializations such foods and nutrition, adult living, child development, textiles and clothing .	1	2	3	4
77. Students refer to the program in my school as home economics.	1	2	3	4
78. The name change of the profession had no impact on my program.	1	2	3	4

Part C: Ways that FCS teachers have enhanced the new image of the profession

Directions:

Examine each statement in this section carefully. Using the scale below please indicate by circling the appropriate number in the column to the right of the statement the degree to which you are involved in the activity stated. Please add any additional comments .

Not Involved (NI)	Willing to be Involved (WI)	Involved (I)	Very Involved (VI)
1	2	3	4

I am involved in promoting the image of the profession through the following efforts	NI	WI	I	VI
79. Verbal interactions with members of the public.	1	2	3	4
80. Involvement in community organizations.	1	2	3	4
81. My writings and publications.	1	2	3	4
82. My life style as a family and consumer scientist.	1	2	3	4
83. My work as an FCS professional.	1	2	3	4
84. Interactions with my learners.	1	2	3	4
85. Interactions with co-workers.	1	2	3	4

Indicate the extent to which you agree or disagree with the following statements.

Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1	2	3	4

The image of the profession should be promoted through the following efforts:	SD	D	A	SA
86. A national campaign.	1	2	3	4
87. Each FCS professional.	1	2	3	4
88. Professional organizations.	1	2	3	4
89. Collective effort between individuals, institutions and professional organizations.	1	2	3	4

Please respond to each of the following statements

	SD	D	A	SA
90. I am willing to do more in promoting the image of FCS than I am currently doing.	1	2	3	4
91. I have not been involved in promoting the image of FCS.	1	2	3	4
92. The high quality of FCS programs should be able to make additional marketing unnecessary.	1	2	3	4
93. I like the current image of FCS.	1	2	3	4

Additional comments:

Background information

Background information is requested from each respondent to help complete data analysis. This information will be kept confidential.

1. Age _____
2. Sex **Female** ☐ **Male** ☐
3. Educational background:

Degree	Yes	No	In Process	Major	Institution
B.S. or B.A.	_____	_____	_____	_____	_____
M.S. or M.A.	_____	_____	_____	_____	_____
Ph.D. or Ed.D	_____	_____	_____	_____	_____
Fill in any other	_____	_____	_____	_____	_____
4. Please select your professional work setting from the list below. Check all that apply.

<input type="checkbox"/> Middle School	<input type="checkbox"/> Junior High School	<input type="checkbox"/> Senior High School	<input type="checkbox"/> University or College	<input type="checkbox"/> Adult Education
---	--	--	---	---
5. Number of years of service in the profession of family and consumer sciences

<input type="checkbox"/> 5 or less	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 15	<input type="checkbox"/> 16 - 20	<input type="checkbox"/> Over 20
---	--	---	---	---
6. Check the professional associations of which you are a member?

<input type="checkbox"/>	American Association for Career and Technical Education (ACTE)
<input type="checkbox"/>	American Association of Family and Consumer Sciences (AAFCS)
<input type="checkbox"/>	Iowa Association for Career and Technical Education (IACTE)
<input type="checkbox"/>	Family, Career and Community Leaders of America (FCCLA)
<input type="checkbox"/>	Family and Consumer Sciences Education Association
<input type="checkbox"/>	Family and Consumer Sciences Educators for Progress
<input type="checkbox"/>	International Federation for Home Economics (IFHE)
<input type="checkbox"/>	Other _____
7. Are you an advisor of a chapter of FCCLA? **YES** ☐ **NO** ☐
8. Your State of origin _____
9. Did you attend the Scottsdale Meeting on *Positioning the profession for the 21st century* in October 1993 in Scottsdale Arizona? ☐ **YES** ☐ **NO** ☐
- If NO, skip to question 12.**
10. Did you vote on the name of the profession? ☐ **YES** ☐ **NO**
11. What name did you vote for? _____
12. What name do you prefer for the profession and why? _____

THANK YOU FOR TAKING THE TIME TO COMPLETING THE SURVEY

APPENDIX E. REMAINDER POST CARD

219 Mackay Hall
Ames Iowa 50011

Thank you for participating in the 'Impact of the name change on family and consumer sciences teachers and the profession in the State of Iowa' 2000 Survey.

If you have not completed the survey that you received in the mail two weeks ago, please do so today. It will take only about 30 minutes to complete.

Thanks again.

Stella C. Munya, B.ED., M.ED.
Graduate student
Department of Family and Consumer
Sciences Education and Studies
Iowa State University

Sally K. Williams, Ph.D., C.F.C.S.
Professor Emeritus
Dept. of Family and Consumer
Sciences Education & Studies
Iowa State University

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